ERIC Document Resume | **See Instruction Sheet** | **DATE OF RESUME** | **DATE RECEIVED**

A. PUBLICATION DATA

1. ERIC NUMBER ED001418

2. ORIGINATOR CONTROL NO(S). N.A.

3. IDENTIFICATION NO. N.A.

4. AUTHOR(S): Buehler, Ronald G.

5. TITLE OF DOCUMENT ABSTRACTED: Units of Work in the Core Curriculum Program Grade VI

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Instructional Materials Center
ST.
CITY, STATE Grosse Pointe, Michigan
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE Department of Instruction, The Grosse Pointe Public School System, Grosse Pointe, Michigan

10. VOL. N.A.

11. PAGES N.A.

12. MO./YR. 9/61

13. TOTAL PP. 150

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR curriculum guide

16. INDEXING TERMS (6-12)

curriculum	history	social studies	
elementary education	geography	teaching methods	
world history	world geography	teaching materials	
		units of study	visual aids

17. ABSTRACT (MAX. 250 WORDS)

Eight units of world history and world geography are used in the sixth grade at Grosse Pointe, Michigan.

The purpose of the first unit, "Man Learns to Use His World," is to consider contributions of culture by other civilizations and geographical areas. This history of primitive peoples and civilizations are taught. Possible group activities include: the making of displays of cave dwellers or lake dwellers, or writing a story about cave people. Individual activities include listing inventions of the cave man and making wire sculpture of prehistoric animals. Lists of library books and films are given.

The second unit, "Where Our Civilization Began," deals with Greek and Roman life and its contributions to our civilization such as concepts of justice and government.

The third unit, "Life in Europe Changes," considers life in Europe after the decline of Rome, the barbaric invasions, and the spread of Christianity, The contributions of the Middle Ages to our social, cultural, and economic progress are discussed, such as trade, the church and the discoveries and artistic revivals of the Renaissance.

Unit 4, "Modern Nations Develop in Western Europe," considers the history and geography of Western Europe, its geographic beauty, social customs, and explorations.

Unit 5, "Life in Eastern Europe," studies contributions to our society. Unit 6, "Nations of Asia," teaches the contrasts in cultures between Asia and the West in order to promote better understanding of these peoples. Climatic conditions, natural resources, and physical features of Asia are considered.

Unit 7, "Life in Australia and New Zealand," and Unit 8, "Exploring Africa," again promote better understanding of other peoples and places.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ED001418

Units of Work

in the

Core Curriculum Program

Grade VI

1961 Edition

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Units of Work

in the

Core Curriculum Program

Grade VI

1961 Edition

Department of Instruction, The Grosse Pointe Public School System, Grosse Pointe, Michigan

This material has been prepared for use in the following elementary schools of Grosse Pointe:

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UNIT VII -- Life In Australia and New Zealand

UNIT VIII -- Exploring Africa

FOREWORD

The resource units in this guide have been prepared because teachers in Grosse Pointe wanted them. They suggest possibilities and opportunities wherein teachers may plan the best sort of educational experiences.

The units do not suggest all that could be done within each unit, but they offer a variety of situations. They do not list all possible materials, but they do mention the more worthwhile which are available to all schools. In many buildings additional materials will be found.

These resource units were first prepared in 1956 by

Mrs. Mary Jane Better
Mr. Jack McMahon
Mrs. Marian Newcomb
Mr. Roger O'Connor
Miss Margaret Schmidt

Dr. Winnifred Fenton and Mrs. Gladys Gies made many very valuable suggestions while Mrs. Wanda Daniel (now Mrs. Domino) carefully double-checked all references.

This revised edition has been brought up to date by Mr. Ronald G. Buehler, the Curriculum Assistant in Charge of the Instructional Materials Center. It is hoped that these resource units, used in connection with the latest revised edition of the Teachers' Guide to Curriculum Planning In The Elementary School, will continue the evolution of even better educational experiences in the Grosse Pointe Schools.

H. Leroy Selmeier
Assistant Superintendent - Instruction

September 1961

INTRODUCTION

The resource units of this grade should always be used in connection with the Teachers' Guide To Curriculum Planning In The Elementary School. There the principles of the Grosse Pointe core program are fully expanded. Here will be reviewed only a few of the more salient points as applied to Grade SIX.

The units are intended to be suggestive but not prescriptive to good teaching. While it is recommended that the first three units be taken in their natural order with Nos. 4, 5 and 6 following in any order, and this plan has many advantages, teachers should feel free to revise the apparent schedule whenever it is to good pupil interest or to a more effective use of the available materials. Nos. 7 and 8 are optional units and may be taught at any time. The units simply offer ideas, but they do not establish either maximum or minimum experiences. "Probable Time" periods are suggestive only. Teachers are free to extend or reduce the period in line with good educational planning. Certainly it will seldom, if ever, be possible to attempt all the suggestions of the resource unit within the proposed time. Additional and optional units may be developed and used, but this should result only in a reduction in time devoted to those recommended herein, and not their omission.

Pages 25-40 of the Teachers' Guide will be very helpful to teachers seeking to make the best use of these grade manuals. Pages 13-14 will be helpful in balancing the time allotted to various phases of the elementary school program.

Scope and Sequence in Grade SIX:

A full statement of the Grosse Pointe scope and sequence plan in the social studies is to be found on page 23-24 of the Teachers' Guide. For grade SIX it is stated that "A study is made of the world around the United States, especially the Old World from which most of our forefathers came. Through acquaintance with these regions and peoples, our boys and girls may find evidences of social growth and thoughtfulness the world over. The approach to this study is not necessarily chronological, but may be through special topics of interest such as 'beauty' or 'natural resources'."

With eleven-year olds beginning to realize a world scope to social situations, the core topics should be an interrelation of the various social studies and other studies to be found anywhere in the elementary grades. As in the previous grades, the textbook is only a basic or starting reference work, not a study to be mastered. Specific information may vary from one classroom to another, but the basic skills in which growth is desired are essentially the same. In most cases the teacher's opportunities to set the stage for an unusual advance in pupil understandings as well as in basic skills are unusually fine in this grade SIX year.

Pupils, who have constantly been expanding their horizons from a local to a world region and from a limited sense of the present to an appreciation of changes that have taken place as a result of contributions made over many centuries, reach in this grade the end of their devleopment in the elementary schools. Here as throughout all these grades we must be most concerned with helping our boys and girls to understand the environment of the problems which all people face in striving to live and work together happily.

Skills in the Grade SIX Program

A complete description of these study skills with the grade level allocation determined by a vote of the Grosse Pointe teachers may be found on pages 41-54 of the Teachers' Guide. While no teacher can assume that all pupils are exactly at this point of readiness for the Grade SIX program, the expectation is that the Grade SIX teacher will bring her pupils to this level in the course of working with these resource units (see Teachers' Guide, p. 48):

	Intro.	Reas. Comp.	Mast.
List maps and illustrations			*
Index			*
Using symbols with a key or legend			*
Use of physical, political, special purpose maps		*	
Interpreting distance by scale of miles		*	
Know and use bar, line, and circle graphs		*	
Compare values or amounts		*	
Locate words by alphabet and guide words in dictionary			*
Selection of appropriate meaning		*	
Dictionary as an aid to pronunciation		*	
Proper names of places, persons (Thorndike Jr. Dict.)	*		
Know how books are classified in library		*	
Use encyclopedia		*	
Ability to select supporting details in paragraph		*	
Ability to get general impression by skimming or details by slow concentration		*	
Ability to outline in simple form		*	
Ability to select data from several sources bearing on a particular problem		*	

	Intro.	Reas. Comp.	Mast.
Ability to form, verify, and change judgments on basis of new information		*	
Ability to summarize material in few sentences		*	
Ability to compare information for likenesses and differences		*	
Ability to use an outline in reporting results of reading		*	

Thus some study skills will be introduced with this grade, others will be developed to a point wherein students can do them fairly well, while still others will be developed to a point of mastery wherein the pupil employs them competently and habitually as study aids.

How to Order the Usable Materials

All materials listed in these resource units are available through the Department of Instruction at the Central Office. Teachers should feel free to write in information about materials which they personally own or which belong to their particular elementary school. Better service can be given if not all rooms in a particular grade are studying the same topic or problem at one time. Prompt return of materials is equally important.

Basic references are furnished on a per-pupil basis if on the list of adopted textbooks. Multiple copies (at least one for every five pupils) are available otherwise. Books are secured for the school by the principal on requisition to the Central Office.

Sets of Books are ordered on the quadriplicate colored forms available in your building office from the clerk in the Department of Instruction. Principals must countersign the orders. Song Books, as well as some Sets of Books should already be in your building.

Library Books (single copies generally in the Department of Instruction Library), Flat Pictures, Slides, and Museum Articles are best secured if listed on the "Request for Materials" sheet and forwarded to the clerk in the Department of Instruction Library. Telephone orders are accepted, but written requests are preferred. The material will be sent to you with a list and desired return date so that the service may be extended to all.

Films and Filmstrips owned by the Grosse Pointe Public School System may be ordered on the "Request for Materials" blank or by telephone. Ordering as early as possible is desirable so that all desiring to use the same piece of material may be scheduled.

GRADE SIX -- UNIT I -- MAN LEARNS TO USE HIS WORLD

PURPOSE

For thousands of years man has been searching for better ways of living. Each era of civilization and each geographic area of the world have contributed to our present-day economic and cultural achievements. An understanding of the differences and similarities between the people and their ways of life in the past and in the present plays an important role in our appreciation of our world.

The classroom experiences with this unit should:

1. Excite the children's interest in exploring new lands and becoming acquainted with new living experiences.
2. Create a feeling of respect for the contributions of primitive people.
3. Show how the primitive life of prehistoric man contained the elements of our modern civilization.

PROBABLE TIME: 3 weeks

SUGGESTED APPROACHES

1. Present to the class the question, "What do you think man's greatest invention has been?" List the suggestions until they include the use of fire or the invention of the wheel.
   If the class chooses fire:
   a. Show the filmstrip Theft of Fire.
   b. Read P. Angell's, When Today Began, pages 3-27.
   If the class chooses the wheel:
   a. Read Real Book About Inventions, by Epstein, pages 24-33.
   b. Show Plate II, "The Wheel - Man's Greatest Invention," from Informative Classroom Picture Series on Transportation.

2. Display pictures of modern ocean passenger liners, obtainable from any travel agent. Discuss such means of transportation. Trace ocean routes to Europe.

3. Project on a large bulletin board a map of the Old World, similar to the one shown on pages 6-7 of Exploring the Old World. Clip on at appropriate locations several attractive colored scenes of persons, places, native animals, or plants. As a first lesson, have the children identify countries, continents, and bodies of water, and discuss the related pictures.

If a long-term display is desired, the pictures originally mounted could be replaced by the children's own work as an area is studied. Perhaps as a summary of each section the class could decide on a representative picture and various members be assigned to make it and label the country.

SCOPE

1. What are the experiences of an ocean traveler of today?
    a. He must obtain certain medical and diplomatic documents.
    b. An ocean liner is like a small city.
    c. Ships use maps to guide them on their routes.
        (1) Latitude lines measure distance and location north and south.
        (2) Longitude lines measure distance and location east and west.
        (3) Part of the safety of ocean travel depends upon the sailor's ability to read these maps.
2. What knowledge and understandings can come from travel in the Old World?
    a. Travelers learn how and why people live as they do.
    b. Despite differences, people are basically much alike.
3. Why has man had to learn to be adaptable?
    a. Changes in the earth's surface has made changes in man's ways of living.
    b. Climatic changes have altered his existence.
4. What inventions and discoveries have come as a result of man's adaptation to his environment?
    a. Man has made fire his servant.
    b. Man learned to make weapons and tools.
    c. Man invented the wheel and the bost.
5. How did this knowledge of primitive man come to us, and why is it important to us?
    a. Men called archaeologists to study the relics of the past and from those clues reconstructed that past.
    b. Progress made by prehistoric man are basic to our ways of living.
    c. Much of the good of our present civilization results from man's search in the past for better ways of living.

POSSIBLE ACTIVITIES

Group

1. Plan a series of pictures of a long-ago village. These pictures could be mounted separately and put on a bulletin board, accompanied by a descriptive title or brief paragraph. Or, the pictures could be mounted to make a continuous frieze, possibly showing activities in a village from morning to night, or from season to season.

2. Try to build a cave, a wattle hut or a lake dwelling. You will find a description in H. Chapman's Story of Early Ancestors, pp. 1-25.

3. Make a staircase of time, showing the development of the earth and its life. Suggestions from V. Hillyer's Child's History of the World, pp. xx-xxi will be helpful.

4. Make some clay pots or jars. Try to put some patterns in the wet clay or paint some designs on them after they are dry.

5. Get some dried kernels of corn, one large flat stone, and a smaller stone which may easily be held in your hand. Try grinding the corn between the two stones.

6. Try to carry on a conversation with such signs and sounds as a primitive man might have used. Perhaps you can pretend to be a hunter returning home to tell his family of his hunt.

7. Make a small square of clay about one-half inch thick. While the clay is still pliable, lay a leaf or some other definite shaped article on it. Put a piece of waxed paper over the clay. Press firmly on it with a book or some other heavy object. See if you can make a fossil.

8. Plan a skit or write a story covering the following circumstances: You, as a 20th century boy or girl, suddenly find yourself transported back to Stone Age times. A crowd of prehistoric people gather around you, showing curiosity, fear, and anger. From the modern things you carry in your pocket, you change the attitude of your audience to one of wonder and friendliness. You might have a mirror, a rubber ball, a repeater pencil, and a watch.

9. Have children read "The Story of Peer Gynt" in Singing in Harmony, pp. 219-237. Have members of the class play the music as they come to the tunes in the story. Follow this with the recording and film strips of Peer Gynt. The children can locate on the globe or map all of the places mentioned in the story.

Individual

1. List the inventions of prehistoric man in the order of their importance. Compare your list with those of your classmate. When there is a difference of opinion, be prepared to justify your choice of order.
2. Imagine yourself a child of the Early Stone Age. Make a diary for a week, telling what happened each day.
3. Make up a story to tell how man happened to make one of his early discoveries--how to make a hatchet or how to cook food.
4. Tell a story of how some early men tamed a wild dog and taught it to be his friend.
5. Do picture writing to illustrate a sentence like this: "I will come home at sunrise." The book, Man's Long Climb, by Lansing, will help you.
6. Make a shoe-box diorama of one of the following:
    a. Cavemen's homes.
    b. Lake home of a Stone Age family.
7. Try making a dugout. Get a short branch, a little larger around than your fingers can span. Study pictures and see what work and tools you will need.
8. Make a list of words whose name sounds like its meaning. For example: hiss, ripple, bubble.
9. Use caveman language to say, "A large animal is coming."
10. Using gestures only, try to show joy, anger, fear, or surprise so that the class will know what you mean.
11. Prehistoric animals would make a good subject for wire sculpture. Use any pliable wire and shape your animal by bending, twisting, or by winding the wire around a pencil, towel rod, or other object. Mount the finished animal on a suitable piece of wood which you have sanded and given a nice finish. Each animal would require two or three yards of wire, depending on size.

12. It would be fun to imagine you are living in the days of primitive people and to make a mask using geometric shapes to create a very unrealistic representation of a man or animal. There are many interesting ways to make a primitive type mask. Here are some suggestions:
    (a) Make a flat cut-paper design for a mask.
    (b) Make a paper sculpture mask.
    (c) Create a geometric mask by building up layer after layer of corrugated paper cut in the desired shapes for raised parts. Paint with few colors (2 to 4).
    (d) A primitive mask can be carved out of black foam glass insulation brick which can be purchased from a lumber company which handles insulation materials.
    (e) Build a papier-mâché mask over an inflated balloon and paint with poster paints. A protective coat of shellac will give your mask a more permanent finish and it may be hung as a wall decoration.
    (f) A wearable mask may be made by covering a paper bag with several layers of strip papier-mâché and adding papier-mâché features. Keep the paper bag stuffed with crumpled newspaper while working on it. Let it dry thoroughly then paint with poster paint and shellac to make it more permanent.

    It will help us to understand primitive people if we remember that their art is a representation of their ideas, their beliefs, and religion. They believed that by reproducing their enemies (animals of prey, evil spirits, etc.) in the form of paintings, masks, or carvings, they would be given a special power over these enemies. The use of masks in ceremonial dances, the painting of animals they would like to kill, and the carving of images which were believed to possess some magic power were creative ways in which primitive man expressed his beliefs and ideas.

USABLE MATERIALS

1. Basic Reference:

    Hamer and others, Exploring the Old World, pp. 3-29.

2. Sets of Books

	Reading Level
Betts, E., Adventures Then and Now "The First Arrow," pp. 93-100	6
Gates and others, All Around Me "Beasts of the Tar Pit," pp. 401-418	6
Gates and others, The World I Know "They Didn't Know About the Wheel," pp. 297-302	4

3. Library Books

Ames and Ames, America: Heir of Yesterday A very readable, informative account of life of the prehistoric man. Pp. 1-21	4-5
Ames and Ames, Homelands A more advanced account of prehistoric man. Pp. 7-26	6-9
Ames, G., First Days of the World Story of millions of years ago from the earth's beginnings.	4-6
Ames, G., First People in the World Beginning of the early mammals, and man's development from 'ground apes'.	4-6
Andrews, R., All About Dinosaurs A survey of the earth in the age of reptiles.	5-7
Andrews, R., All About Strange Beasts of the Past Story of early mammals such as the mammoth, etc.	5-7
Angell, P., When Today Began Stories of making fire and using animals for transportation.	3-4
Batchelor, J., Communication: From Cave Writing to Television Early communication in relation to the present. Pp. 3-16	5-6
Bretz, R., How the Earth Is Changing Development of the physical earth to its present form. Pp. 90-100	6-8
Burns, W., Man and His Tools How man first discovered the basic tools from which all our present day tools are developed.	5-7
Burns, W., World Full of Homes Descriptions of the homes that man has built through the ages.	3-6
Carson, R., The Sea Around Us How the earth acquired its oceans; life recently discovered by highly delicate sounding apparatus.	5-8
Chapman, H., Story of Our Early Ancestors An older textbook well written and informative. Pp. 1-25	6-8
Clark, M., The True Book of Dinosaurs An account of several kinds of dinosaurs which preceded or followed them in time.	4-6

3. Library Books (cont'd)

	Reading Level
Clark, M., You and How the World Began Explains the two main theories regarding formation of the planet Earth.	5-7
Coe, F., Graven With Flint Two boys of the Cro-magmon age who battle against climate, animals, and other tribes.	6-9
Colbert, E., Millions of Years Ago Description of life in the days of early fishes, followed by the days of ancient land dwellers, dinosaurs, and mammals.	6-8
Cordier and Robert, History for Beginners Similar to the basic reference. Pp. 21-42	4-6
Crowell, P., First Horseman Prehistoric man tames the first horses.	6-8
Cutright and others, Living Together in the Old World A textbook very similar to the basic reference. Pp. 24-37	6
Dickinson, A., First Book of Prehistoric Animals An account of use of fossils.	4-6
Dopp, K., The Early Cave-Men A very old but easy to read book. (1904)	3-5
Dopp and others, Pages of Adventure Coming of the Ice Age and the extinction of the mastodons.	6-7
Dudley, N., Linda Goes On A Cruise Linda goes on her first ocean voyage with all its activities and excitement.	3-4
Epstein and Williams, Real Book About Inventions The making of the first tools and wheel.	5-6
Erleigh, E., In the Beginning Factual account of prehistoric times with simple line drawings. Pp. 1-29	3-6
Evans, E., All About Us Story of people; their beginnings, customs, changes in skin, color, etc.	4-7
Fahs and Spoerl, Beginnings: Earth, Sky, Life, Death From racial, national, and religious groups, from ancient myths and modern science are stories of how things began.	6-8
Fenton, C., Life Long Ago Story of fossils.	5-9
Fenton, C., Prehistoric World: Life In Past Ages Animals and cave man of prehistoric times.	5-8
Forman, S., Stories of Useful Inventions Tells how a particular invention was conceived by primitive man, particularly good on fire-making.	5-7
Freeland and Adams, America's World Background A reference textbook.	6-9
Friedman, E., Boy Who Lived In a Cave Life and activities of a small boy of prehistoric times.	3-4
Frost, B., A Child's Book of Prehistoric Animals An account of animals that roamed the earth millions of years ago.	5-7

3. Library Books (cont'd)

	Reading Level
Gates, A., On Longer Trails The story of houses. Pp. 46-59	3
Greene, C., A Trip On A Ship The activities of a family while on an ocean voyage.	3-4
Grim and others, The Old World The first part is factual, the second is a story. Pp. 13-32	6
Hader, B., Picture Book of Travel Account of primitive means of travel. Pp. 7-13	3-5
Hall, J., Buried Cities Describes early life of Pompeii, Olympia and Mycenae.	5-9
Hartman, G., Builders of the Old World Well written and informative with small pictures. Pp. 3-39	4-6
Heffernan, H., On To Adventure Stories of fossils, the tar pits, a prehistoric boy, and mastodons.	6
Hillyer, V., A Child's History of the World A chatty style; excellent for reading aloud. Pp. 3-19	5-8
Hogben, L., First Great Inventions Invention of the wheel and tools. Pp. 5-7	4-7
Hogben, L., How the First Men Lived Its stylized drawings would enlarge effectively with the opaque projector.	4-6
Holsaert, E., Book to Begin on Dinosaurs Explains how the first dinosaur looked and also why they are not living today.	1-3
Hough W., Story of Fire A scholar's account of prehistoric times. Pp. 1-10	5-8
Jessup, R., Wonderful World of Archaeology Shows the connection between atomic science and the ice age.	5-8
Kelty, M., Other Lands and Other Times Relationship between modern and prehistoric man is well defined. Pp. 5-100	5-7
Kubie, N., First Book of Archaeology How archaeologists work and what we learn from them.	6-8
Kummer, F., First Days of Knowledge Man's progress in food, clothing, shelter and defense in semi-story form. Pp. 17-67	4-8
Lansing, M., Great Moments in Science A legend of the discovery of the use of fire. Pp. 7-14	5-8
Lansing, M., Man's Long Climb Arranged with a line drawing, a brief factual account, and then an interesting story. Pp. 3-29, 82-98, 138-144	4-6
Lauber, P., All About the Ice Age Theories, experiments and conclusions about glaciers of early times as based on I.G.Y. findings.	4-8
Lauwerys, J., How the First Men Lived About prehistoric times.	6
Lucas, J., Man's First Million Years A detailed account of the development of man.	7-9

3. Library Books (cont'd)

	Reading Level
Mohr, W., Days Before Houses; A Story of Cave People Easy and readable story. An older book with poor pictures.	4-6
Moore and others, Building Our World The early developmental stages of man. Pp. 1-17	6
McClure and others, The Story of Ancient Times Easy to read and informative. Pp. 1-70	3-5
McClure and others, A World Background for the United States Highly condensed and factual; not too interestingly written. Pp. 13-25	5-6
McGuire, E., Glimpses Into Long Ago An account of caveman times, with good black and white pictures. Pp. 1-38	5-7
McGuire, E., The Past Lives Again Account of early times. Pp. 1-30	5-6
McSpadden, J., How They Sent the News A story of 25000 years ago. Pp. 3-17	5-7
Nash, J., Exploring the World of Men Development of the races of man from prehistoric times. Pp. 11-23	4-6
Osborne, C., The First Bow and Arrow A story of prehistoric times.	5-8
Osborne, C., First Lake Dwellers Shows how lake dwellings were first built.	4-7
Parker, B., Animals of Yesterday About dinosaurs, mastodons, etc.	4-6
Parker, K., What and What-Not Prehistoric arts and crafts. Pp. 8-10	4-6
Peattie, D., Child's Story of the World Of cavemen, discovery of fire and prehistoric animals. Pp. 1-22	4-6
Perkins, L., The Cave Twins Story of prehistoric twins who lived in a cave.	4-6
Petersham, M., Story Book of Houses A small book with outstanding illustrations. Pp. 1-8	3-5
Petersham, M., Story Book of Oil A brief but beautifully illustrated book. Pp. 1-8	3-6
Petersham, M., Story Book of Ships An excellent picture of a caveman making a dugout. Pp. 1-3	3-6
Petersham, M., Story Book of Transportation A little usable information with some very fine pictures.	2-5
Petersham, M., Story Book of Wheels Prehistoric man's use of the wheel.	2-5
Pyne, M., Little History of the Wide World Some excellent ideas for time line on prehistoric times.	3-5
Quennell, M., Everyday Life in the New Stone, Bronze and Early Iron Age. A scholar's account.	6-9
Quennell, M., Everyday Life in the Old Stone Age A scholar's account.	6-9

3. Library Books (cont'd)

	Reading Level
Rifkin, L., Our Planet the Earth, Then and Now The formation of the earth and prehistoric times.	4-6
Ripley, O., Your Art Heritage Primitive and early art and sculpture. Pp. 15-23	4-6
Robinson, R., Our Way of Life Begins Well organized and easy to read.	4-6
Scheele, W., Ancient Elephants Describes the Mastodons and Mammoths, ancestors of the present day elephants.	4-6
Shuttlesworth, D., The Age of Reptiles This period in history lasted one hundred and forty million years.	5-7
Small, S., Boy's Book of the Earth An exact account of the development of man. Pp. 179-213	6-8
Smith, N., Distant Doorways Stories that show how man of today learns his life of long ago. Pp. 193-207, 236-245	4-6
Southworth and Southworth, Story of Long Ago An older history book with good summaries. Pp. 83-104	5-7
Sterling, D., The Story of Caves All about caves, the strange creatures and marvelous formations to be found inside them.	5-7
Sutton and others, Brave and Glad A story of the hunting experiences of a Cro-Magnon boy. Pp. 326-337	5-7
Todd and Cooper, Old Ways and New Ways Development of man's way of living from the past to the immediate present.	6-7
Todd and others, World Ways A social studies text. Pp. 1-20	6-7
Townsend, H., Our Wonderful Earth A brief, colorfully illustrated account of the development of the earth and the life on it. Pp. 95-100	3-5
Unstead, R., Looking At History Britain from cavemen to the present day.	5-8
Washburne, C., Story of Earth and Sky In good readable style with excellent information. Pp. 69-89	6-8
Watson, J., Dinosaur and Other Prehistoric Animals Where and how prehistoric animals lived and how we learned about them.	5-6
Wells, M., How the Present Came from the Past An older book; complete in its information.	3-6
White, A., The First Men in the World The discovery and significance of cave dwellings.	5-7
White, A., Prehistoric America Story of our country thousands of years before Columbus came.	5-8

3. Library Books (cont'd)

Reading Level

Wyler, R., Story of the Ice Age — 5-8
Tracking a giant Tundra and its creatures; rivers of ice; secret of the caves.

Yale, J., Story Pictures of Clothing, Shelter and Tools — 3-5
Account of primitive man. Pp. 18-58

4. Films

Exploring a Harbor (11 min.) P-m
A boy and his dog ride about in a small motor boat in a large exciting harbor. He sees many types of ocean going and harbor ships, and learns about bridges, signals, lighthouses, and big industries at the water's edge.

Fossils: Clues to Prehistoric Times (11 min.) M-j
The exciting story of fossils - where they are found, how they were formed, and what they tell us about the development of life - is the subject of this film. Museum dioramas, animations, and many fossil specimens are used to explain the work of scientists and their findings.

Indians of Early America (22 min.) p-M-J-s
Shows the environment and typical activities of tribes from four major regions - the Eastern Woodlands, the Midwestern Plains, the Southwest, and the Northwest Coast.

Maps Are Fun (10 min.) M-j
This film introduces the fundamental concepts of mapreading through the story of Ronnie, who is trying to draw a map of his paper route for his friend Dick. His map isn't satisfactory, so they call on Mr. Donaldson, a kindly old cartographer. At Mr. Donaldson'e suggestion, the two boys build a scale model of Ronnie's neighborhood at a sand table. By creating their own map and examining other maps in Mr. Donaldson's workroom, the boys learn the principles of scale, symbols, physical and political maps, various uses of color, and how to use a map index.

Ocean Voyage (13 min.) P-M
An apprentice officer, Niko Catsis, tells the story of life abroad the S. S. Olympia. The film shows the excitement of leaving New York harbor, activities on the bridge, in the engine room, galleys, dining rooms, and passengers and crew's quarters. Illustrates the use of radar to make sailing safe.

4. Films (cont'd)

Our Big, Round World (11 min.) M-j

We take two imaginary air trips around the world, first going from West to East. On this trip we find that the earth is round and learn the relations of time and day and night to the earth and sun. Our second journey, from North to South, shows us the great temperature zones of our earth, and how the climate in these zones is effected by distances from the equator.

Prehistoric Times: The World Before Man (11 min.) m-J-S

Prehistory - from the formation of the earth to the coming of man. Each of the five great geogogical eras is presented according to its most important developments. Dioramas, actual fossil remains, examples of terrain, and models of prehistoric plants and animals are interwoven to establish the broad impression of the earth's transformation and the accompanying changes in life.

Story of Prehistoric Man (11 min.) m-J-S

A description of the life, appearance, habitat and achievements of prehistoric man as reconstructed from authentic evidence; prehistoric tools and weapons, cave paintings and stone carvings, and skeletal remains. The periods of the Old and New Stone Ages are indicated and the geographical areas in which prehistoric man lived are mapped.

5. Filmstrips

Age of Mammals m-J-s

Shows how evidences of the past life on earth are used in the science of paleontology and depicts the animals and plants which existed during various prehistoric epochs.

Animals of Long Ago m-J-s

Fossils and bones lead scientists to think that the earth was dominated in turn by the simplest animals, by fishlike animals, by air breathing animals, by reptiles and birds, and finally by mammals.

Before the White Man M-J

Deals with the early history of the United States. The story of the Indians in the United States.

Beginnings of Life m-J-s

Although nobody knows what the first living things were like scientists tell us what the early forms of life may have been like and what many celled plants and animals have in common with the simple forms.

5. Filmstrips (cont'd)

Communication-History
M-j
Pictures communication from the earliest times. Review at the end of the filmstrip.

Discovering Fossils
m-J-s
Shows how evidences of the past life on the earth are used in the science of paleontology and depicts the animals and plants which existed during various prehistoric epochs.

The First Homes
M
One of the series "The Story of Houses". This filmstrip depicts the story of the caveman.

Food Makes History
M-j
Every living thing must eat. Kinds of foods from the earliest times up to the present. Shows how food affected people throughout the ages.

Gifts from Ancient Times
m-j-S
Shows contributions to civilization of primitive man, as well as the cultures of ancient Egypt, Babylonia, Phoenicia, Greece and Rome.

Man of Long Ago
m-J-s
Traces of ancient man gives scientists clues to early man's way of life, his adaptions to his environment and the steps in his development toward civilization.

Men of the New Stone Age in Europe
m-J-s
The advent of these people to Europe, type of culture, advances in pottery and implements.

Men of the Old Stone Age
m-J-s
Geological ages and explanation for judging age of remains.

Ocean Ships at Work
P
Shows pictures of ships that make long trips--ocean liners, freighters, tankers, fruit boats, fishing boats, lightships, etc.

The Passenger Liner
M
This filmstrip compares a modern passenger liner to a small city in the way they are equipped and maintained by a great number of specialized workers.

Pre-historic Man - Dawn of Civilization
J-s
Illustrations show the locations in Europe where ancient man dwelt, his tools, weapons, and culture. The last frame summarizes the achievements and contributions to civilization of this period.

5. Filmstrips (cont'd)

Strange Houses
M
One of the series "The Story of Houses". Tells the story of lake dwellers and tree dwellers.

Theft of Fire
p-M
From the Indians of the western plains comes the tale of how Thunder stole fire from the animals and how they banded together to get it back.

Transportation - History, Water
M-J
Major developments from early ages to present, indicating inventions in overcoming georaphical barriers Shows rafts and dugouts, sailing vessels, clippers, ocean liners and freighters. Ends with photo quiz.

The Tugboat
M-J
Points out the various kinds of work that tugboats do in a busy harbor - docking passenger liners, pulling barges and carfloats, and other tasks.

6. Study Prints

Clothing (VCS)

1 Clothing of Early Man

Clothing Long Ago (Inf)

1 Stone Age

Communication (VCS)

1 Early Methods of Signaling
2 Drums for Communication

Communication-Development of Written Language (VCS)

9 Picture Writing of Cave Men
10 Picture Writing

How Man Has Put Himself on Record (Inf)

1 Picture Records - Stone Age

Story of Textiles (Inf)

1 Weaving in the Stone Age - Swiss Lake Dwellers
2 Spinning in the Bronze Age - Swiss Lake Dwellers

Transportation (Inf)

2 Man Invents a Sail
11 The Wheel - Man's Greatest Invention

GRADE SIX -- UNIT II -- WHERE OUR CIVILIZATION BEGAN

PURPOSE

Most boys and girls know little of the many contributions to our present day living coming from the ancient civilizations which began around the Mediterranean Sea and in the bridge lands of the Near East. Today these same old world lands are inhabited by people who have problems in living similar to ours, and modern boys and girls can understand these people better by studying their culture both past and present.

Learnings resulting from a study of this unit should include:

1. Appreciation of the democratic way of life as it was conceived by the ancient Greeks and Romans.
2. Knowledge of the beginnings of government and law as well as the scientific achievements of these ancient civilizations.
3. Appreciation of beauty in all its forms as recognized and developed by the ancient civilizations.

PROBABLE TIME: 8-9 weeks

SUGGESTED APPROACHES

1. Make a bulletin board display of flat pictures to start a discussion about life among the Nile River in Ancient Egypt, or life in Ancient Rome.

2. Read White Camels of the Singing Sands by Myrta Dodds. The story is centered in Central Arabia. Two children, whose father is a sheik, having exciting adventures in the desert.

3. Read one of the Greek myths contained in The Trojan War by Olivia E. Coolidge.

4. Show the Scheherazade filmstrip together with the recording, or use the symphonic arrangement to develop a feeling for and an interest in the Near Eastern people.

SCOPE

1. How do we know that ancient civilizations flourished thousands of years ago around the Mediterranean Sea?
    a. Ancient buildings still stand.
    b. Archeological discoveries.
    c. Copper and bronze tools for living found in tombs.

2. Why did a high degree of civilization develop in these particular areas?
    - a. Vast areas of dry, barren land forced man to work together.
    - b. Trading developed through exchange of products and ideas.
    - c. Geographical location of bridge lands helped these lands become natural crossroads of trade and travel.

3. How did these ancient civilizations develop?
    - a. Need for cooperation between people lead to living in villages.
    - b. Trade developed as towns grew.
    - c. Writing began.
    - d. Use of copper and bronze to make tools for eating and working.
    - e. Man sought to explain natural phenomena in various ways; astrology, religion and science.
    - f. Fine arts and crafts developed; painting, music, sculpture, and drama.

4. What contributions to our modern living originated from these ancient civilizations?
    - a. Egypt-use of writing (hieroglyphics) paper, first plow, irrigation farming, living in cities, idea of a calendar, potters wheel, sculpture, surveying, architectural use of columns and stone for building, boats.
    - b. Sumeria-use of writing (cuneiform) wheel, clay bricks, use of arch in architecture.
    - c. Babylonia-first written code of laws.
    - d. Palestine and Arabia-home of several great religions; Christian, Hebrew and Islam.
    - e. Phoenicia-simple alphabet, boat building, trading.
    - f. Greece-love of beauty in all areas; such as, human body, sculpture, and drama, idea of democracy and secret ballot, freedom of mind and philosophy.
    - g. Rome-respect for law and justice, idea of citizenship, freedom of speech, engineering, use of domed roof in architecture (plus columns from the Greeks).

5. How do the people living in these old world lands affect us, if they are so far away?
    - a. Modern methods of transportation and communication make them seem close to us.
    - b. Our belief in a good way of life for all humans makes us interested in these people who are poor in health and sanitation, in education, and in natural resources.

    - c. There is a market for our manufactured goods in exchange for the oil, olives, textiles, etc., exported from these lands.

6. Why are these areas that are so rich in ancient culture, so poor today economically?
    - a. Ancient civilizations stagnated and crumbled away.
    - b. Development of new civilizations shifted to Europe and America.
    - c. Few natural resources.
    - d. Lack of water.
    - e. Lack of education to enable the people to solve their problems.

POSSIBLE ACTIVITIES

Group

1. Prepare a large map showing the boundaries of the countries studied in this unit. Then compare the countries as to size and location with other world lands in general and the United States in particular.

2. Prepare a large picture map showing important crops and minerals produced today in Egypt, Italy, Greece, and the Near East.

3. Write and act out a short play showing life in ancient Egypt, Greece, or Rome.

4. Make a large frieze or mural for the classroom depicting the different achievements of the various ancient civilizations. Or, the class may be divided into four groups and a mural about 3' by 5' could be made for each area studied, Egypt, Near East, Greece, and Italy. Plan and sketch murals, then brightly color with chalk, sketcho, or poster paint.

5. Take a trip to the Detroit Institute of Arts. Visit the Egyptian room and look especially for two mosaics, one from Babylon made of glazed tiles called The Dragon of Bel-Marduk, and the Personification of the River Tigres made of stone tesserae (small pieces of material used in a mosaic). Pupils may also see many examples of early Greek and Roman art at the Institute.

6. Compile a list of the interesting words learned in this unit. Put them in a notebook so they will be remembered.

7. See how many reproductions of famous works of art the class can collect for a bulletin board display. These may include paintings, mosaics, carvings, ceramics, textiles, statues, and murals.

8. Collect pictures of famous buildings including the Appian Way studied in this unit for a bulletin board display.

9. Make a map of the ancient civilizations and draw on it little pictures of the famous buildings about which the class has studied.

10. Compare the three great religions studied in this unit as to likenesses and differences.

11. Have a discussion about the way in which boys and girls lived in ancient Egypt and the way boys and girls live in our country. Do the same for Greece and Rome.

12. A game: Divide the class into two groups. Let one group wear the names of famous people studied in this unit and the other group wear the names of things they made or were famous for doing. The idea is to find the right partner.

13. Have class listen to the "Grand March" from Aida by Verdi. This opera has a double significance in this unit. First, the story of the opera has Egypt for its setting. The first act is in the Palace of the Egyptian King at Memphis and in the Temple of Ptha. Act Three is near the Temple of Isis on the banks of the Nile. The story is concerned with the struggle between Egypt and Ethiopia. It has importance here secondly, for Verdi was commissioned to write this work to be performed as part of the celebration of the opening of the Suez Canal. It was first performed in Cairo, Egypt, in 1871. Have the class dramatize their attendance at the premier performance and listen to the story as told by the teacher or some member of the class. "Celeste Aida" and the "Grand March" are favorites.

14. The Assyrians, Hebrews, Arabs and Hindus also used music as part of their daily lives. Have members of the class look up instruments used by early divilizations and describe them to the class. They might include: lyre, flute, sistrum, harp, dulcimer, drum, castanet, cymbal, tambourine, shofar, syrinx, monochord, kithara, aulos, kanoun, and santir.

15. Have members of the class interested especially in music look up the following legends associated with Greek music: Pipes of Pan, Orpheus on the Cruise of the Argo, and stories of the use of Greek music at festivals and as part of liturgies.

16. Pythagoras, a Greek mathematician, has given the world the theory of tuning which is still used today. In a demonstration show the class what happens to a violin string as it is vibrating when the vibrations are stopped in the middle, one-third from the end, etc.

17. Antiphonal singing was first used in Greece by spread to Rome. Have the class learn a hymn such as "Christ the Lord is Risen Today" and sing it antiphonally by part of the class standing in the hall and the other part in the classroom. Have each part respond to the other part.

18. The first written music has come from Greece and is based on Modes. The class can appreciate the modes of Greece and Rome by the following demonstration: Explain to the class that St. Ambrose took the Modes (what we now call scales) from the Greeks and renamed them. He formed four ecclesiastical or church modes. The Dorian was from D to D on the white keys of the piano; the Phrygian from E to E (white keys only); the Lydian from F to F; and the Mixolydian from G to G. Have a member of the class who studies piano play "America" starting on C (do this by ear since it is usually not written in this key), then have it played by starting on D (Dorian), on E for Phrygian, on F for Lydian, and G for Mixolydian. Use no black keys. The tune will sound differently when played in these different Modes. Our scales came from these modes.

Individual

1. Imagine you are a famous person studied in this unit. Tell what you have made. See if the class can give your name.

2. Look up in library books some of the other myths of the Greeks. Tell these stories to the class.

3. Find out from an unabridged dictionary how each of the months in the year got its name.

4. Describe the most beautiful building you have ever seen.

5. Reorganize material found in the references into charts which show the achievements of the various ancient civilizations.

6. Write reports on various scientific achievements of these ancient people and how we use or have improved upon these achievements.

7. Choose a famous person from each civilization studied in this unit about which to write a report.

8. Costumes of the ancient peoples of Egypt, Greece, Rome, and the Near East could be designed from construction paper and textured wallpaper or from scraps of fabrics and mounted on 12" x 18" paper in neutral colors, or they could be used as figures in a mural.

9. Model a person, or a piece of pottery, an animal in clay or plasticine for a classroom exhibit.

10. Choose something from nature you would like to learn more about; such as, weather, wind, birds, animals, insects, plants or stars. Observe it carefully for a week. Write down the information you gather from the observations and make a report to the class. Try to be scientific in the observations.

11. After some research is done on mosaics as an art form use an original idea for a mosaic design. Use a variety of papers, cut small pieces and building your design on your choice of background.

12. Make a booklet in which you can keep all the interesting materials you have prepared during the study of this unit. Attractive mosaic letters could be made for your cover title. The inside of the cover would be interesting if covered "montage-fashion". Separating sheets at the beginning of the section on each of the four countries, treated as a montage, would be very informative. Start collecting pictures for your montages as soon as you begin the unit.

13. Make a special class report on one or more of the following great artists of Italy. Find out what each has contributed to our art heritage.
    a. Giotto
    b. Fra Angelico
    c. Masaccio
    d. Botticelli
    e. Da Vinci
    f. Michelangelo
    g. Raphael
    h. Titian
    i. Correggio
    j. Donatello

USABLE MATERIALS

1. Basic Reference

Hamer and others, Exploring the Old World, pp. 30-139

2. Sets of Books

	Reading Level
Barrows and others, Our Big World pp. 79-112	4
Betts, E., Adventures Here and There "Androcles and the Lion", pp. 270-278	5
Betts, E., Adventures Now and Then "Final Contest", pp. 19-27 "The Fire Bringer", pp. 28-35 "Get the Ax", pp. 47-54 "Water for Ancient Egypt", pp. 110-117 "Pegasus, the Winged Horse", pp. 219-220 "Bucephalus-A King's Horse", pp. 221-230 "Thanksgiving-Then and Now", pp. 231-233 "The Brave Greek Slave", pp. 248-256 "A Great Scientist", pp. 288-295 "Gateway to the Past", pp. 350-357	6
Bond and others, Meeting New Friends "With the Desert Caravan", pp. 208-213	6
Gates and others, The World I Know "The First Wheel", pp. 301-302	4
Gray and others, Days and Deeds "Salt for Money", pp. 229-237 "The Golden Touch", pp. 421-436 "Aladdin and the Wonderful Lamp", pp. 437-455	5
Gray and others, More Days and Deeds "Fables of Aesop", pp. 253-258 "The Golden Touch", pp. 259-273 "Aladdin and the Wonderful Lamp",pp.274-291	5
Gray and others, The New People and Progress "The Caliph's Clock", pp. 230-245	6
Gray and others, Times and Places "Joseph and His Brothers", pp. 330-335 "The Famous Young Rulers", pp. 336-343 "David the Shepherd Boy", pp. 344-347 "David and Goliath", pp. 348-352	4

2. Sets of Books (cont'd)

	Reading Level
Henderson and others, The Firelight Book "Moses, Leader of Israel", pp. 346-361 "Myths of the Ancient World", pp. 362-382	6
Horn and others, Reaching Our Goals "Fingers and Toes Help", pp. 86-88 "The Story of Dyes", pp. 312-320 "How We Got Our Alphabet", pp. 365-366 "From Stone to Paper", pp. 367-371	6
Huber and others, The Tales They Tell "The Three Golden Apples", pp. 217-240 "The Winged Horse", pp. 241-270 "Jason and the Golden Fleece", pp. 271-312	6
Johnson and others, Enchanted Isles "The Second Voyage of Sinbad the Sailor, pp. 128-136	5
Johnson and others, Adventures Lands "The Wisdom of Solomon", pp. 89-91 "Ali Baba and the Forty Thieves", pp. 92-106 "At the Court of the Cadi", pp. 199-208	6
McConnell and McGuigan, Geography of Many Lands "Ancient Egypt and the Nile", pp. 69-76 "Along the Blue Mediterranean", pp. 77-92	4
O'Donnell, M., Italian Children	3-6
Orr and others, Stories Old and New "Icarus Flies Too High", pp. 275-278	6
Russell and others, Wings to Adventure "The Trojan Horse", pp. 358-363 "Demeter and Persephone", pp. 364-369 "David and Goliath", pp. 370-374	6
Russell and others, Trails to Treasure "Pandora", pp. 296-304	5
Smith and others, Beyond the Horizon "The Clever Little Slave", pp. 60-62 "The Trojan Horse", pp. 308-313 "Persephone", pp. 338-347	6
Spencer and Fritschler, Traveling New Trails "Short Cuts for Ships", pp. 397-401	6

2. Sets of Books (cont'd)

	Reading Level
Spencer and Horst, Finding New Trails "How Different People Kept Their Records," pp. 190-196 "A Star to Steer By," pp. 329-334 "A Desert Oasis," pp. 337-344 "An Arabian Nights City," pp. 345-356	4
Tiegs and others, Your World and Mine "Peoples of the Ancient World: Their Gifts to Western Nations," pp. 18-101	6
Thralls, World Around Us "Around the Mediterranean," pp. 161-174	7
Witty and others, Luck and Pluck "Ali and the Lamb," pp. 86-92	4
Witty and others, Merry Hearts and Bold "The Plaint of the Camel," pp. 42-43 "Four Arrows," pp. 44-48 "The Lordly Kite," pp. 89-99 "Alexander's Horse," pp. 120-126 "Marathon," pp. 191-194 "Ali Baba and the Forty Thieves," pp. 255-272	5

3. Library Books

Alexander, B., Famous Myths of the Golden Age Collection of stories with colored illustrations.	4-6
Angell, When Today Began About the first man, first foods, Rome, Middle Ages, etc.	3-5
Atwood, W., Home Life in Far-Away Lands Description of life, climate and cities. Pp. 159-170	4-6
Atwood, W., Nations Overseas Present day geography. Pp. 275-297	6-7
Baldwin, J., Old Greek Stories Collection of myths.	7-9
Barrows, H., Journeys in Distant Lands Life along the Nile and Tigris Rivers. Pp.1-54	4-5
Barrows, H., Old World Lands Resume of various lands. Pp. 1-6, 296-314	6-7
Baumann, H., World of the Pharaohs The history of the Pharaohs.	5-7
Benson, S., Stories of Gods and Heroes Interesting stories of the "beginning" of the world.	5-8
Best, S., Egypt and Her Neighbors Old but informative.	5-6

3. Library Books (cont'd)

	Reading Level
Bettina, Castle in the Sand Story of two children who make friends on a beach in Italy.	4-6
Boardman, F., Roads The history of road-making from prehistoric trails to modern highways.	6-8
Bodley, G., The Old World Continents Early trade and commerce. Pp. 63-83	6
Bodley, G., Peoples of Other Lands Description of sailing the seas in ancient times. Pp. 37-41, 61-63	6
Breetveld, J., Getting to Know Lebanon The geography, history and custom at Lebanon, also culture and religion mentioned.	6-8
Brittain, M., Arab Lands History of the Arabians from ancient times to the present.	5-7
Brown, A., In the Days of the Giants Norse tales, Odin, Lokie, Thor, etc.	4-6
Brown, M., Flying Carpet From the "Arabian Nights".	4-6
Brustlein, D., Magic Stones How early architects defeated forces of evil; pertains to one of basic principles of building.	3-6
Carden, P., Aldo's Power Story of a poor baker's family in Italy.	4-6
Carls and Sorenson, Neighbors Across the Seas Past and present cities and farming methods. Pp. 176-196	6-7
Chase, A., Famous Paintings Art classics. Pp. 9, 37, 45, 57, 65, 69, 77, 101	4-7
Chubb, T., The Byzantines The story of Constantinople and the Byzantine Empire, for hundreds of years the greatest Christian power in the world.	5-8
Church, A., Illiad of Homer Classic story of the seige of Troy.	5-9
Church, A., Odyssey of Homer Classic story of man's wandering after the Trojan war.	5-9
Clodd, E., Story of the Alphabet Story of how our alphabet grew.	6-9
Colum, P., Adventures of Odysseus and the Tale of Troy Imaginative Greek stories.	6-9
Colum, P., Arabian Nights A collection of beast tales, fairy tales, and anecdotes.	4-7
Colum, P., The Golden Fleece and the Heroes Who Lived Before Achilles. Greek myths.	6-9
Coolidge, O., Trojan War Tale of the fall of Troy.	7-9

3. Library Books (cont'd)

	Reading Level
Coolidge, O., Egyptian Adventures Stories are inspired by things the Egyptians left us.	6-8
Cordier, R., History for the Beginner Historical approach to ancient times. Pp. 22-130	4-6
Cordier, R., History of World Peoples Concise report on beginnings of civilization. Pp. 26-33	5-8
Cutright and others, Living Together in the Old World Rise and fall of many ancient nations. Pp. 38-91, 144-197	6
Darling, M., Journey to Ankara Story of a Turkish boy.	3-5
Davis, F., Getting to Know Turkey The geography and history of Turkey.	4-6
Davis, M., The Handsome Donkey Story of present day Italy.	4-6
Davis, W., Day In Old Athens Athens in 260 B. C.	6-9
Deutscher and Wheeler, Giotto Tended the Sheep Story of the "Father of Italian Painting".	4-6
Dodds, M., White Camels of the Singing Sands Central Arabian story of the desert.	4-6
Ellis, H., The Arabs History and culture of the Arabs from ancient times to today.	6-9
Erleigh, E., In the Beginning Many references to famous men. Pp. 41-108	3-6
Fenton, E., Alek's Island About a modern Greek boy.	5-7
Fitch, F., One God Jewish, Catholic, and Protestant ways of worship.	5-9
Foster, F., Augustus Caesar's World The history of the Roman Empire just before the birth of Christ.	6-9
Friedman, E.,Digging into Yesterday Ancient Egyptian civilization and the rites of others.	6-8
Galt, T., Rise of the Thunderer The ancient Greek story of creation.	6-8
Galt, T., Seven Days from Sunday The different contributions of people and their cultures to our present day system of days and weeks.	6-9
Gatti, E., Here is Africa A quick glance at Egypt.	6-9
Gere, F., Boy of Babylon Story of life in ancient Babylon.	5-8
Gere, F., Once Upon a Time In Egypt Story of life in ancient life in Egypt.	5-7
Gianakoulis, T., Land and People of Greece On modern Greece.	6-9

3. Library Books (cont'd)

	Reading Level
Gibson, K., Pictures to Grow Up With Persian and Italian art. Pp. 24, 25, 27, 48, 49, 80, 81, 86, 104, 120, 139, 141, 147.	4-7
Gibson, K., More Pictures To Grow Up With Pp. 17, 20, 25, 28, 32, 33, 36, 37, 46, 52, 58, 100, 103, 109, 134.	4-7
Gidal, S., My Village In Greece Life of a Greek boy and the economic activities and daily life of his family and friends.	5-7
Gidal, S., My Village In Israel The story of young Shemuel and the life he leads in a farming village in Israel.	5-6
Gottlieb, G., First Book of the Mediterranean The story of the great civilization of ancient times and the Mediterranean Sea and up to the present.	4-6
Grimm, M., The Old World Textbook on life in ancient times. Pp. 34-192	6
Guerber, H., Myths of Greece and Rome Stories of the Trojan War, Ulysses, and Aeneas.	6-9
Guerber, H., The Story of the Greeks Classic legends and elementary history.	5-9
Hall, J., Buried Cities Story of early Pompeii.	5-9
Hall, J., Four Old Greeks Achilles, Herackles, Dioysos, Alkestis.	4-6
Hartman, G., Builders of the Old World History of ancient times.	6-9
Holmes, B., Egypt and the Suez Canal Story of the Suez Canal.	5-8
Hawthorne, N., A Wonder Book and Tanglewood Tales Retold tales of old Greece.	5-9
Hosford, D., Thunder of the Gods The adventures of the god Odin and his son, Thor, and the wars between the gods and the giants.	5-7
Howard, A., The Princess Runs Away A story of Egypt in 1900 B. C.	4-6
Howard, A., Sokar and the Crocodile Egyptian fairy tale.	4-6
Jones, R., Boy of the Pyramids Through the eyes of a little boy we see the building of its pyramids.	4-6
Jones, S., Geography and World Affairs How certain areas found civilization. Pp. 75-76	6-8
Joy, C., Getting to Know Israel The complex history of the Jewish people and their new modern homeland, Israel.	4-6
Kelsey, A., Racing the Red Sail Stories about today in Greece.	5-7

3. Library Books (cont'd)

	Reading Level
Kelty, M., Other Lands and Other Times A textbook on older countries. Pp. 103-339	5-7
Kingsley, C., The Heroes; Greek Fairy Tales Exciting stories.	5-7
Kish, G., Italy Modern Italy, its climate, people, cities and industries.	6-8
Kubie, N., First Book of Israel Both ancient and modern Israel - geography and history.	4-6
Kummer, F., The First Days of History History of the ancient world. Pp. 24-76, 142-241	5-9
Mahmoud, Z., Land and People of Egypt History of Egypt, its various culture, geography, its agriculture and industries.	6-9
Malvern, G., The Foreigner The biblical story of Ruth of Moab.	6-9
Martin, D., Awisha's Carpet Story of an Arab girl.	4-6
Mawdsley, M., Children of Italy Drawings by Ruth Kellogg	4-6
McCrady, E., Abdul of Arabia Story of an Arabian boy.	3-5
Meadowcroft, E., Gift of the River Life in the valley by the Nile River.	4-6
Mills, D., Book of Ancient Romans History of Roman civilization.	7-9
Mills, D., Book of the Ancient Greeks A history of the Creek civilization.	7-9
Mirza, Y., Children of the Housetops Story of Persian home life.	5-8
Mirza, T., The Rug That Went to Mecca Story of little boy in Persia - the prayer rug.	4-6
Mohr, L., Babylonia and Assyria Stories of long ago.	4-6
Mohr, L., Greeks and Persians of Long Ago Stories about ancient peoples.	5-7
Mozley, C., First Book of Tales of Ancient Araby Folk tales that tell the story of ancient life in the Middle East.	4-6
Mozley, C., First Book of Tales of Ancient Egypt. Folk tales that tell the story of ancient Egypt.	4-6
McClure, C., The Story of Ancient Times Beginning of civilization. Pp. 73-332	3-5
Muller, C., How They Carried the Goods From creaking sleds of Pharoah to the swift planes of today.	4-6
Nevil, S., Picture Story of the Middle East Meeting typical children in Arab states, Iran and Israel.	4-7

3. Library Books (cont'd)

	Reading Level
Nicholas and others, Art for Young America Beautiful sculpture and buildings. Pp. 113, 114, 117, 122, 150, 153, 189, 195, 210, 212.	5-8
Noel-Baker, F., Greece Tells about the Byzantine Empire, Modern Greek State, and Greek Orthodox Church.	5-7
Parker, K., What and What-Not A story appreciation of the forms of art through the ages.	4-6
Petersham, M., Stories From the Old Testament Retold with pictures.	3-6
Pine, T., The Chinese Knew Describes with clarity and charm the origins in ancient China.	3-4
Rabinowicz, R., Land and People of Israel Story of Israel and the people from 74 lands who are its citizens.	5-8
Ratzesberger, A., Camel Bells A boy of Baghdad in our present day.	4-5
Reynolds, J., Short Stories of Famous Men Alexander the Great and Julius Caesar.	5-7
Robinson, C., Everyday Life in Ancient Greece Social life and customs.	7-9
Robinson, C., First Book of Ancient Greece History as well as the culture of ancient Rome.	4-6
Robinson and Harris, Our Way of Life Begins The stories of the ancient world. Pp. 1-165	5-6
Sasek, M., This Is Rome A picture book of famous sights of Rome with brief captions.	3-6
Schlein, M., Amuny, Boy of Old Egypt Ancient Egypt as lived by a young boy.	4-6
Sellew, C., Adventures With the Gods Story of Prometheus, Mercury, Hercules, Pandora's Box, etc.	4-6
Smith, N., On the Long Road Story of primitive man, Ancient Egypt, Greece, Rome, England and China.	6-8
Snedeker, C., Forgotten Daughter A Roman girl living in Britain.	7-9
Sondergaard, A., My First Geography of the Suez Canal An explanation of the building of the Suez Canal; the structure, operation and importance of that waterway.	4-6
Southworth, G., Long Ago In the Old World The story of America's old world background from Dawn of Civilization through Period of Exploration.	6-9
Southworth, G., The Story of Long Ago How the first civilized people lived.	5-7

3. Library Books (cont'd)

	Reading Level
Southworth G., The Story of the Middle Ages Old world background of American history.	5-7
Stull, D., The Eastern Hemisphere Italy from Rome to the present. Pp. 173-184	6-7
Tannenbaum, B., Understanding Time The science of clocks and calendars from the past to the present.	5-7
Tappan, E., The Story of the Greek People An elementary history.	5-7
Taylor, A., Egypt Tells of farming on the Nile, present day life, Sudan and its water supply.	5-8
Theisen, W., Story Treasures About sailors and the sea, games, animals, Tunisia, Hawaii, Holland, Aladdin, Robin Hood, etc.	5-7
Tietjens, E., Boy of the Desert A story of Tunisia.	5-7
Todd, L., Old Ways and New Ways Development of man's way of living from the past to the immediate present.	4-7
Tor, R., Discovering Israel The history of modern day Israel.	4-6
Tor, R., Getting to Know Greece Tracing the concepts of modern science and mathematics to the ancient Greeks.	4-6
Wells, M., How the Present Came From the Past - Book II Historical approach to the ancient world.	3-6
White, A., Golden Treasury of Myths and Legends Gods and heroes of ancient times; Greek, French, Celtic, Viking, Persian, etc.	5-8
Wilbur, S., Egypt and the Suez Canal A Burton Holmes travel story.	4-6
Williams, E., Men Who Found Out Aristotle, Euclid, Plato, Hippocrates, Galen, Galileo. Pp. 11-59	6-9
Wilson, M., Boy Beneath the Sea The adventures of skin divers and the exploration of ancient relics and ships.	5-8
Winwar, F., The Land of the Italian People Description of ancient and modern times.	6-9

4. Music Books

Armitage and others, Our Land of Song
"A Serenade to Nina," (Tuscan Tune) p. 69
"Venetian Boat Song," (Italian) p. 70
"The Sensitive Serenader," (Italian Folk Tune) p. 72
"Paesanello," (Italian Popular Song) p. 183

4. Music Books (cont'd)

Armitage and others, Music Everywhere
"Farewell to Santa Lucia," (Italian) p. 25
"Boating Song," (Italian) p. 86
"Pretty Margarita," (Italian) p. 86
"The Caravan," (Syrian Tune) p. 81
"Ye Sons of Greece, Arise!" p. 80
"Song of Hope," (Traditional Melody from Palestine) p. 80
"Muezzin's Call to Prayer," (Turkish Tune) p. 85

Pitts and others, Singing Together
"Nile Boatman's Song," (Egyptian Peasant Melody) p. 66
"Pietro's Hat," (Italian) p. 94
"Shepherds and the Star," (Syrian Folk Song) p. 114
"My Donkey Diodoro," (Italian Folk Song) p. 176

Pitts and others, Singing in Harmony
"A Song of the Open Air," (Sicilian) p. 16
"Marianina," (Italian Folk Song) p. 60
"Santa Lucia," (Neapolitan Boat Song) p. 79
"The Little Church," (Greek Folk Song) p. 95
"Barcarolle," (Italian Folk Song) p. 171
"Harvest Dance," (Italian Folk Tune) p. 185
"Three White Doves," (Italian Folk Song) p. 196
"Zither and I," (Italian) p. 203

5. Films

Ancient Egypt (10 min.) m-J-S
Begins in 8000 B. C. and continues with the building of the pyramids. It shows irrigation ditches and canals, brick making with mud and straw, the first plow, the Egyptian calendar, the importance of writing (hieroglyphics) and paper, burial of the dead, early art techniques and the use of columns in buildings.

Ancient Greece (10 min.) m-J-S
Democratic form of government in Athens where citizens cast their secret pottery ballots, the Acropolis, open air theater, sculpture, philosophy, mathematics, and work of Aristotle are pictured in this film as surviving symbols of this ancient civilization.

Ancient Mesopotamia (10 min.) m-J-S
Life in the "fertile crescent" along the Tigris and the Euphrates Rivers with scenes of the Biblical cities of Babylon and Ur. Shows ancient ways of living. The Sumerians with their contributions of the wheel, the arch in construction, and the use of writing (cuneiform) are shown. Hammurabi and his code of laws are explained as well as later conquests of Assyrians, Chaldeans, Persians, Greeks, and Romans over the area.

5. Films (cont'd)

Ancient Rome (10 min.) m-J-s

Describes the city of Rome on Tiber River. It shows Roman roads, ideas of freedom of speech and citizenship, respect for law and justice, use of engineering, domed roof in architecture, abacus for counting, the Roman theater and coldseum.

Arabian Children (16 min.) M-j

The life of a farm family in the village of Saahab, Jordan, is pictured with special attention to the children's activities. Their home and school, the ways in which they help with the daily work, their problems, and pastimes are shown in the course of a typical day.

Greek Children (10 min.) M-j

The everyday life of a family in a fishing village in Greece, the duties of the children and a sight-seeing visit to Athens by a young boy are shown. The trip through the Corinthian Canal on the little fishing boat is exciting as is the visit to the Acropolis in Athens.

Italian Children (10 min.) M-j

The harvesting of the olive crop by an entire Italian family is shown. On market day mother and the children go by cart and donkey to the city of Assisi to sell their chickens. A festival to celebrate the good harvest of olives is held. Modern dress and modern table setting is interesting.

Life in the Nile Valley (10 min.) M-j

The Nile River from Cairo to Aswan. Within this narrow Nile valley, where over fifteen million people live, an agricultural society dependent on the Nile which has existed for hundred of years. A close study is made of the activities of a typical Egyptian farm family.

The Middle East (16 min.) M-j

This film describes the three main types of people living here; namely, nomads or Bedouins, peasant farmers, and city men by showing episodes in the daily life of each. Major exports and imports of the area are stressed along with the need for modernization of the countries as a solution to their problem of extreme poverty.

People of Greece (16 min.) M-J-s

The problems that modern Greece is trying to solve; such as lack of natural resources for manufacturing, lack of water, and lack of modern machinery are shown. The main exports of olives, currants, and tobacco are also shown. Modern Marathon Dam furnishing water for Athens and the Corinthian Canal contrast with monasteries in which monks live life as it was lived in the Middle Ages. Emphasizes this land of contrasts where past and present meet.

5. Films (cont'd)

Turkey (10 min.) M-J-s

Shows modern Turkey as a thriving democratic republic. Visits to Istanbul and Ankara show mosques, memorials, modern buildings and skilled artisans at work. Depicts results of Marshall Plan aid in the country's agriculture.

6. Filmstrips

Ahmed and Adah Of the Desert Lands M

Set in Arabia. Shows two children and their daily life including home, school, food, clothes, and play.

Ali of Saudi Arabia M-j

Illustrates life in this country with the story of a growing boy of a nomadic tribe of Bedouins.

Ali Baba and the Forty Thieves M

This follows the original story very closely.

Ancient Egypt m-J-s

Scenes of the pyramids, the Sphinx, and many of the historical ruins, also the wall paintings, and hieroglyphics in the tombs of the kings.

Ancient Rome m-J-S

Shows monuments, arches, columns, statues and temples of ancient Rome.

Apollo and Phaeton m-J-s

Story of the willful Phaeton and his attempt to drive his father's sun chariot across the sky.

Baucis and Philemon m-J-s

How an old couple were rewarded by Jupiter for their hospitality.

Building A Nation - Israel m-J-s

We see how Jewish immigrants are settling in Israel. Using imported farm equipment, improved farm methods and irrigation, the people are making the land productive and building large cooperative farm dwellings.

Ceres and Proserpina m-J-s

Why Proserpina spends part of the year on earth with Ceres when the fields are in flower and part of the year in Pluto's underground kingdom.

6. Filmstrips (cont'd)

Christmas In Many Lands

M-j

Reproductions of line drawings, each with brief identifying caption, showing scenes of Christmas customs in other lands, including ancient Rome, the Druids, customs of middle ages in England, Denmark, Sweden, Netherlands, etc. Maps show the location of the countries.

Dwellers in Tents

M

One of the series "The Story of Houses". Tells the story of an Arab tent and the homes of the Eskimos.

Early Civilization

m-j-S

Reproductions of line drawings showing various aspects of life in early civilizations including Egypt, Babylon, Palestine, Greece, and Rome.

Early Nations of Southwest Asia

j-S

Illustrations show the civilizations of Babylon, Assyria, Chaldea, and the Hebrews, and the influence of the Bible. A concluding frame lists the achievements and contributions to civilization of this period.

Egypt - Part I and Part II

m-J-s

Shows the geographic background, climate, peoples and principal cities of the country.

Egypt, Land of the Nile

J-s

Illustrations show the artistic achievements of the ancient Egyptians and other aspects of their civilization. A concluding frame summarizes the achievements and contributions to civilization of this period.

Gifts from Ancient Times

m-j-S

Shows the contributions to civilization of primitive man, as well as the cultures of ancient Egypt, Babylonia, Phoenicia, Greece, and Rome.

Glory That Was Greece

J-s

Art work illustrations contrast life in Sparta and Athens, the Greek alphabet, education, democratic procedure, architecture, and drama in ancient Greece. The last frame summarizes the achievements and contributions to civilization of this period.

Grandeur That Was Rome

j-S

Illustrations show the contributions of ancient Roman civilization in the fields of government, architecture, religion, the calendar, and the alphabet. The last frame summarizes the achievements and contributions to civilization of the period.

6. Filmstrips (cont'd)

Greece
M-J
This filmstrip stresses their culture and way of life, depicting the differences and similarities to our own.

Greek Children
M
Intended to aid in an appreciation of the everyday life, customs and traditions of boys and girls of Greece.

Gulen of Turkey
M-j
The story of Gulen, a young Turkish girl who lives in Ankara.

Home Life in Italy
M
The life of a family living in a rural section. They are also shown visiting a nearby village.

Iran
M-j
Shows geographic background, peoples, customs, crafts and cities of Iran.

Israel
m-J-s
Shows the geographic background, climate, peoples and principal cities of the country.

Italy
m-J-s
Emphasizes the essential unity between us and our European neighbors. It stresses their culture and way of life, depicting the differences and similarities to our own.

Italian Children
P
Intended to aid children in an appreciation of the everyday life, customs, and traditions of the boys and girls of Italy.

Jordan
m-J-s
Shows the geographic background, climate, peoples and principal cities of the country.

Lebanon
m-J-s
Shows the geographic background, climate, peoples and principal cities of the country.

Life In Desert Lands
M
Shows how life differs as a result of variations in environment.

Minerva and Arachne (Myths of Greece and Rome)
m-J-s
Why Arachne was punished and doomed to spend her days at weaving.

6. Filmstrips (cont'd)

On Mediterranean Shores m-J-s
Farmers in this hot, dry climate work hard to cultivate the stony soil. Their three-story system of raising olives, fruits, grains brings a maximum yield. Small surpluses are marketed. The seas are a source of food, fishing, and sea trade which are important industries.

Prometheus and Pandora (Myths of Greece and Rome) M-j-s
How Prometheus stole fire for mankind and how Pandora with the box of "ills" was sent to punish mortals.

Saudi Arabia m-J-s
Shows the geographic background, climate, peoples and principal cities of the country.

Scheherazade m-J-s
To be used for music appreciation and story background. This filmstrip interprets the story in keeping with the tradition and background of the music.

Selim of Egypt M
The story of Selim, a young Egyptian boy who lives in a small village in the Nile Valley near Cairo.

Syria m-J-s
Shows the geographic background, climate,peoples and principal cities of the country.

Turkey m-J-s
Shows the geographic background, climate, peoples and principal cities of the country.

7. Slides

2 x 2 Kodachrome

Art

3 Madonna Bellini
13 Madonna Enthroned-Cimabue
15 Holy Night-Corregio
21 Madonna of the Harpies-Del Sarto
24 Arrival of the Shepherds-LeRolle
25 Holy Family-Michelangelo
27 Madonna of the Chair-Raphael
28 Sistine Madonna-Raphael
29 Adoration of Kings-16th Century
30 The Nativity-15th Century
35 Holy Family-Michelangelo
36 Adoration of the Magi-Botticelli

7. Slides (cont'd)

Egypt

201	Alexandria from the Air
202	The Sphinx Talks to the Desert
207	Citadel and Mohammed Aly Mosque
208	Shopping in Cairo Shops
209	Natives Peddle Fresh Melons
210	Old and New in Cairo
211	Adobe, Arab Houses
213	Boatmen on River Nile
214	Giza Pyramid
215	Irrigation
216	Mohammedan Women
220	Sphinx
222	Water Boy

Italy

154	Ruins-Old Roman Forum
155	Bridge Across Tiber River
156	St. Peter's Through Ancient Columns

8. Study Prints

Arabia (B-V-Perry)

1	Arab Sheik of Yemen, Arabia
2	Ready for a Camel Ride Across the Desert in Arabia
3	Sacred Mosque of Kaaba at Mecca, Arabia

Art (Artext)

A-14	"Flight into Egypt" - Giotto
A-24	"The Annunciation" - Angelico
B- 4	"Madonna of the Chair" - Raphael
B-14	"Madonna Del Granduca" - Raphael
B-24	"Sistine Madonna" - Raphael
C-25	"Mona Lisa" - Da Vinci

Athens (B-I-Perry)

1	Acropolis, Athens
5	Olympia, Greece
6	Parthenon, Athens
7	Temple of Jupiter Olympus
9	Temple of Minerva, Corinth
10	Temple of Theseus

8. Study Prints (cont'd)

Christmas in Many Lands (Inf)

1 The Saturnalia in Rome
19 An Italian Presepio
20 Christmas Eve in Bagdad

Clothing (VCS)

2 In the Days of Ancient Egypt
26 An Egyptian Worker
27 Embroidery Workers in Cairo
28 Veiled Women
34 City and Country Children of Turkey
41 Peasant Women of Italy

Clothing Long Ago (Inf)

2 Ancient Egypt
3 Ancient Greece

Communication (VCS)

10 Picture Writing
11 Egyptian Hieroglyphic Writing
12 Books Written on Clay and Wax

Early Civilization (Inf)

0-20

Italy (ICP)

1-48

Life in Ancient Greece (Inf)

1-16

Life in Ancient Rome (Inf)

1-16

Palestine (B-I-Perry)

1 Bedouins of Moab
4 The Dead Sea
9 Market Scene at Bethlehem
14 River Jordan, Palestine
16 Ruth Gleaning in Field of Boaz
18 View of Ancient Jericho

8. Study Prints (cont'd)

Record (Inf-I)

3 Egyptian Murals and Hieroglyphics - Stone Books
4 Cuneiform Writing - Assyria
5 Story of the Alphabet
6 Story of the Alphabet
7 Scrolls and Wax Tablets - Rome
8 Sculpturing - Rome

Rome (B-I-Perry)

1 Capitol, Rome
2 Colosseum, Rome
6 Near View of Colosseum, Rome
7 Pantheon, Rome
8 Temple of Minerva, Rome

Shelter (VCS)

8 This Home of Reeds Belongs to a Syrian Chief
11 Desert Communities

Transportation (VCS)

3 Greek Merchant Chips - 500 B. C.
4 Roman Merchant Ship - 1 A. D.
11 The Wheel, Man's Greatest Invention
14 Ships of the Desert
15 Footwear of Other Days

Turkey (B-V-Perry)

1 Entrance, Mosque of St. Sophia, Constantinople, Turkey
6 Turkish Lady of Rank

9. Museum Articles

Italian

Doll - Boy in Native Costume
Doll - Girl in Native Costume

GRADE SIX -- UNIT III -- LIFE IN EUROPE CHANGES

PURPOSE

For centuries the civilization of the western world centered around the Mediterranean. The decline of this civilization, the barbaric invasions from the North, the spread of Christianity, contributed enormously to a whole new pattern of life in Europe. This is the period of time known as the Middle Ages. Near its close there began the series of inventions, creative endeavors and discoveries which with the development of many freedoms, play a big part in our lives today.

This study of the Middle Ages should help children to:

1. Understand better why and how geographic and political factors influence our ways of living.
2. Recognize the interrelationship between the development of arts and crafts and the era of discovery and exploration.
3. Appreciate the contributions of the Middle Ages to our social, cultural, and economic progress.

PROBABLE TIME: 4 weeks

SUGGESTED APPROACHES

1. Look at and discuss the pictures in this unit. Talk about the "I wonder" comments. From the study of pictures add more questions. Use a carco pen and a piece of 18" by 24" paper to copy these questions. Display them for reference throughout the study of the unit.

2. A book started at least a week before the unit study begins may make an excellent introduction.
    a. If the children should have a fairly simple story read Door in the Wall, by De Angeli.
    b. If the group is rather mature, White Stag by Seredy will be an unusually beautiful book.
    c. If the children like biography try Mac Murtrie's Wings for Words which is a fine story of Gutenberg.

2. Prior to the introduction of this unit, prepare as large a world map as your bulletin board will permit by projecting a map through the use of the opaque projector. On this

map put small colored circles to indicate cities which will be discussed. Put broken colored lines to indicate trade routes. (Page 177 of Exploring the Old World will help). As these various cities and routes are found in the reading, identify them by name. Around the border of the map put colored illustrations made by the children. Connect the illustration to the location with colored string or narrow colored construction paper. Choose a title for the map at the unit's conclusion.

SCOPE

1. Why did the way of living called feudalism develop?
    a. Invasions of barbaric tribes destroyed the Roman Empire.
    b. Europe became divided into many small areas.
    c. People gathered for protection around the nable's castle.
    d. Serfs owed their allegiance and labor to the noble in return for his protection.

2. Why was the church important?
    a. The church was the repository of knowledge and the purveyor of learning.
    b. The crusades to rescue the Holy Lands broadened interests in and knowledge of new ways of living, and created a demand for new products.

3. How did a development of trade and the growth of cities cause the breakdown of the system of feudalism?
    a. As people traveled more widely, the demand for new goods and skilled workers to produce those goods was extended.
    b. Workers banded together into craft guilds.
    c. Skilled workers found employment and markets in towns and cities.
    d. Townspeople learned of the freedoms and responsibilities of self-government.

4. What were the contributions of the Renaissance period?
    a. The interest in art was revitalized.
    b. With the development of educational facilities, the need for more books led to the invention of movable type.
    c. Scientists discovered the value of experimenting and study to develop new understandings.
    d. New inventions which made sea travel safer led to world exploration.

POSSIBLE ACTIVITIES

Group

1. Visit the Detroit Institute of Arts. Study suits of armor and other medieval paraphanalia. Look for Coat of Arms of the Minerbetti Family, by Donetello, a famous sculpture of the 14th century, and for Philip IV of Spain which is a bronze horse and armored rider by Pietro Tacco, also of the 14th century. The Institute also has a mosaic of the 3rd century A.D., pieces of sculpture from the Middle Ages, and 15th century ivory carvings. Be sure to see Brueghel's famous painting, The Wedding Dance which is one of the Institute's most prized possessions.

2. Make a large drawing on unbleached muslin to represent the Bayeux tapestry. Crayon or wet chalk on muslin would be effective.

3. Dramatize scenes from the life of a knight, showing his progress from page to squire to the ceremony of knighthood.

4. Make a frieze or a mural of a tournament showing:
    a. lords and ladies watching.
    b. the jousting knights.
    c. the peasants looking on.

5. Building a model of a manor house. For the towers use oatmeal boxes and other boxes of all kinds as well as double or single-faced corrugated cardboard for the walls. Cover the walls and towers with gray construction paper. If paper is torn into small pieces and pasted on walls and towers, it will give a rough stone-like appearance. Use a contrasting color under the pieces such as dark gray, black, or white.

    The grounds around the manor, including the moat, can be made from sand, a salt-and-flour mixture, or papier-mâché. Real branches and twigs can be anchored in wads of papier-mâché for trees and shrubs. Paint as desired after it is dry. A large piece of celotex would make an excellent base on which to build this entire project.

6. Make a large map of a monastery and its grounds.

7. Make a manuscript book like the ones made by the monks. Write a story about a king and his knights in battle, or retell one of the Bible stories. Copy on heavy writing paper; a good grade of bond

Group (cont'd)

paper will do well. Use manuscript writing. Be sure to begin with a large decorated initial. Draw a picture to illustrate. Bind with a heavy cover.

8. Read the words and discuss "The Brass Knight" in Pitt's Singing Together, p.39. Have a student play this on the piano for all to sing.

9. Learn the crusader's hymn, "Fairest Lord Jesus."

10. Make a large picture map of Europe and the Mediterranean countries showing the routes of the crusades. You might make a border design of pictures of new ideas brought back by the crusaders.

Individual

1. Design a coat of arms. Books on the heraldry, obtainable from the public library, will give you ideas. This may be done as a project in printing - potato printing, block printing, or simple silk screen process.

2. Build a model of a serf's cottage using boxes and cardboard.
   a. a thatched roof can be made of excelsior, broomstraw, straw or hay.
   b. a fire can be represented by broken toothpicks, burnt matches, or twigs laid over a bit of crumpled red or orange paper.
   c. grass can be represented with green sweeping compound, or paper cut fine and sprinkled over sand.

3. Illuminate a single page - perhaps a verse from the Bible or a bit of poetry. Design a beginning letter and use a border design.

4. Make a stained glass window. Cut the frame from oaktag or black construction paper. Paste in the frame pieces of tinted tissue paper.

5. Make cardboard or wooden spears and shields, decorating the scabbards and hilts with heraldic design. Shields can also be made of flat papier-mâché and painted when dry.

6. Make a mosaic using a variety of decorative papers, construction, wall paper, and glossy papers.

Individual(cont'd)

7. Make papier-mâché wall plaques of lords and ladies. These are made with a series of layers of newspaper and wall paper paste about 20" by 12", or larger, which are rolled to form a long narrow wall plaque on which is painted a lord or lady in bright poster paint.

8. Soap carving in bas relief or half-round might be inspired by the ivory carvings, or decorative sculpture found in cathedrals.

9. Gargoyles might inspire children to carve original grotesque forms from foam glass.

USABLE MATERIALS

1. Basic Reference:

Hamer and others, Exploring the Old World, pp. 140-179.

2. Sets of Books

	Reading Level
Betts, E., Adventures Then and Now "How Robin Hood Shot Before Queen Eleanor", pp. 61-71 "Twelve Bright Trumpets", pp. 266-273 "A Great Scientist", pp. 288-295	6
Gray and others, Times and Places "St. George", pp. 353-359 "Joan of Arc", pp. 360-370	4
Henderson and others, Firelight Book "Columbus Looks for China and Finds America", pp. 109-125	6
Johnson, Jacobs, Adventure Land "Shooting Match at Nottingham Town", pp. 209-220	6
Orr, Reed, Franseth, Stories Old and New "King Richard and Blondel", 263-274 "How Robin Hood Met Little John", pp.393-420	6
Russell and others, Trails to Treasure "Robin Hood and the Sheriff", pp. 311-319 "How Arthur Became King", pp. 320-324	5

2. Sets of Books (cont'd)

	Reading Level
Spencer, Horst, Finding New Trails "Books of Yesterday," pp. 187-196	4
Smith and others, Beyond the Horizon "Alfred the Great," pp. 63-69 "The Hawking Party," pp. 70-77 "Knights of the Silver Shield," pp. 327-336	6
Tiegs and others, Your World and Mine "The Knights Ride Away," pp. 105-111 "Disorder in Europe," pp. 112-116 "How People Lived in Feudal Times," pp. 116-121 "How Christianity Helped to Hold Europe Together," pp. 121-123 "Coming of the Northmen," pp. 123-126 "Pilgrims to Crusaders," pp. 126-128 "Story from Serf to Freemen," pp. 132-134 "Coming of Change," pp. 134-135 "Trades and Towns," pp. 136-139 "Art and Learning Return," pp. 140-141 "How Europe Heard About Asia," pp. 142-144 "New Birth of Art and Learning," pp. 144-145 "End of Middle Ages," pp. 146-148	6
Witty, P., Merry Hearts and Bold "Parchment Door," pp. 287-300 "Might of a Song," pp. 301-320 "Marco Polo," pp. 321-332 "Making a Sailor," pp. 372-380 "Log of Columbus," pp. 381-385	5

3. Library Books

Angell, P., When Today Began About the first man, first foods, Rome, Middle Ages, and early days in the U.S.	3-5
Aulaire, d', I., Conquest of the Atlantic From Leif Ericson to modern days.	5-7
Barker and others, Story of Old Europe and New America An easily read textbook. Pp. 1-223	5-6
Bauer and Peyser, How Music Grew Church music, troubadours and minstrel singers.	7-12
Beatty, H., St. Francis and the Wolf An account of St. Francis taming the wild wolf.	2-4
Block, I., Real Book About Explorers Marco Polo and Columbus. Pp. 21-44	4-6
Buehr, W., The Crusaders The Crusades, a movement to wrest the control of the Holy Land from the Moslems and restore it to the Christian World.	4-7

3. Library Books (cont'd)

	Reading Level
Buehr, W., Knights and Castles and Feudal Life Presents the world of knights, the castles they lived in, and the world about them.	5-7
Bulla, C., Sword In The Tree A story of England in King Arthur's day.	3-5
Busoni, R., Italy The culture of Rome and the Renaissance.	4-7
Camp, R., The Story of Markets Markets of ancient civilization, Greek, Roman, Middle Ages and all over the world.	5-7
Chamoud, S., Picture Tales from the French Thirty-one illustrations in black and white.	3-5
Chandler, A., Story Lives of Master Artists Michelangelo and Raphael - no illustrations. Pp. 54-79	6-9
Chase, A., Famous Paintings: An Introduction to Art For Young People. Beautiful full-page reproductions.	4-7
Cutright, P., Living Together in the Old World A factual account plus a good summary. Pp. 119-219	5-6
Davis, M., The Truce of the Wolf Many tales of old Italy.	4-6
DeAngeli, M., Black Fox of Lorne The heroic tale of two young Norsemen, twin brothers, and how they used their identical appearance to defeat the evil Black Fox of Lorne.	5-8
DeAngeli, M., The Door In the Wall Story of a cripple becoming a Knight.	5-7
Deucher and Wheeler, Giotto Tended the Sheep Story of the first great Italian painters.	4-6
Duvoisin, R., They Put Out to Sea From the time of the Phoenicians to Magellan.	5-7
Eibling, H., Our Beginnings in the Old World Early Civilizations, Early Greece, Romans and Europe in the Middle Ages.	6
Freeland, G., America's World Background Feudalism, Crusades and the Renaissance. Pp. 259-292, 313-347.	6-9
Gibson, K., The Goldsmith of Florence A book of great craftsmen.	6-9
Grimm, M., Old World Living in the Middle Ages. Pp. 194-202, 231-290	6-8
Hartman, G., Builders of the Old World On the Middle Ages and the Renaissance. Pp. 247-373	6-9
Hartman, G., Medieval Days and Ways This gives a vivid picture of life in the Middle Ages.	6-9
Hillyer, H., Child's History of the World Casual conversational style on chivalry, crusades, etc. Pp. 278-283, 292-303, 316-320, 337-345	5-8

3. Library Books (cont'd)

	Reading Level
Hodges, C., Columbus Sails Supposedly through the eyes of men close to Columbus.	6-9
Holland, J., Christopher Goes to the Castle Story of life in a castle, and the preparation for the tournament.	3-6
Jewett, S., God's Troubadour Story of St. Francis.	5-7
Kent, L., He Went With Christopher Columbus About a young boy accompanying Columbus.	6-9
Klep, R., Album of the Great Brief biographical sketches on famous men of the Middle Ages.	5-7
Lamprey, L., In the Days of the Guild Stories about boys working in the Middle Ages.	6-9
Lansing, M., Great Moments in Exploration About Marco Polo and Portuguese explorers. Pp. 60-87	6-9
Las Casas, B., Log of Christopher Columbus Record kept of Columbus' first voyage.	6-9
Leekley, T., King Herla's Quest Variety of stories during Medieval times.	4-8
Lewellen, J., The True Book of Knights About what castles are like, how suits of armor are made, etc.	1-4
Lownsberry, E., The Boy Knight of Reims The story of a 15th century boy.	6-9
Lowitz, S., The Cruise of Christopher Columbus An easy-to-read account of the life of Columbus.	2-4
Malory, T., Stories from King Arthur Stories for more advanced readers.	5-8
Maxwell, M., The Story of Books Up Through the Ages Self explanatory.	5-8
McGuire, E., Glimpses into Long Ago A history of feudalism, the Crusades, and the Middle Ages. Pp. 247-314	5-7
McGuire, E., The Past Lives Again Excellent account of life in the Middle Ages. Pp. 289-420	5-6
McMurtie, D., Wings for Words Story of Gutenberg and his invention of printing.	6-9
McSpadden, J., Robin Hood and His Merry Outlaws Traditional tales for advanced readers.	5-8
Nicholas and others, Art for Young America About architecture, painting and sculpture. Pp. 154-157, 179-180, 201-214	5-8
Parker, K., What and What Not On the changes in architecture, painting and sculpture.	4-6
Peattie, D., Child's Story of the World Parts on the Middle Ages are easily read.	4-6

3. Library Books (cont'd)

	Reading Level
Peattie, D., Story of the Middle Ages Easy to read and informative.	4-6
Potter, E., Christopher Columbus An older factual biography.	4-6
Pyle, H., Otto of the Silver Hand Story about a boy who grows up in a German monastery during the Middle Ages.	6-9
Quennell, M., Every Life in Anglo-Saxon, Viking and Norman Times. A picture of England under the invasions of the Anglo-Saxons, the Danes, and Norwegians, tracing what each has contributed.	6-9
Robinson, R., Our Way of Life Begins An easy to read text. Pp. 168-243	4-6
Rue, F., From Barter to Money The story of money.	3-6
Scales, L., Boys of the Ages Builders, sculptors, painters, etc.	5-6
Schoneman, E., The Story of Trade Old world picture chart of trade.	3-6
Searles, A., Fun To Be Alive Short stories by famous children's authors.	5-7
Seredy, K., White Stag Story of barbaric invasions and settlement of Hungary.	6-9
Smith, N., On the Long Road Story of primitive man, ancient Egypt, Greece and Rome, etc.	6-8
Sobol, D., First Book of Medieval Man The feudal system, life on the manor and castle, the church, and knighthood.	4-6
Southworth, G., Long Ago in the Old World Story of America's Old World background.	6-9
Sperry, A., Voyages of Christopher Columbus A Landmark book.	5-7
Stein, E., Gabriel and the Hour Book An old story of a boy's work in illuminating a book.	5-7
Stone, E., Page Boy for King Arthur Life at the court of King Arthur as seen through the eyes of a 12 year old peasant boy.	5-8
Stone, E., Robin Hood's Arrow Story of Robin Hood and his men.	5-7
Stone, E., Squire for King Arthur Tor, a page boy at the court of King Arthur becomes a squire.	5-8
Syme, R., Magellan A short readable biography.	5-8
Trease, G., Escape to King Alfred Historical novel of ninth century England.	6-9
Weir, R., Christopher Columbus A brief biography.	5-7

4. Music Books

Gomez, W., Merry Songs
"Fairest Lord Jesus," p. 28

Pitts and others, Singing in Harmony
"Fairest Lord Jesus," p. 104

5. Films

Marco Polo's Travels (19 min.) M-J-s
Recreates adventures that Marco Polo described in his book about his travels, and indicates the impact upon medieval Europe of his detailed account of life in other lands.

Meaning of Feudalism (11 min.) m-J-s
The class will see and study a feudal castle with Jacques, a French boy who lives in an ancient town below the castle. This film presents the physical elements, and recreates the spirit of feudal system and times.

Medieval Crusades (27 min.) m-J-S
Christianity is in jeopardy; the last Christian land in the East is being threatened. Discussing briefly the crusades that followed the first conquest, the film dwells on the innovations which the crusades brought to Western Christianity. Through contact with Eastern science, philosophy, and strategy, life at Montbref and all over Europe changed and widened the horizons of the medieval world.

The Medieval World (10 min.) m-J-S
Knights and feudalism, Chaucer's Pilgrims, castles and crusades - these words and ideas take on meaning and relationships in this visualization of medieval times.

Printing Through the Ages (13 min.) M-J-s
Shows early methods of reproducing pictures by means of carved wood blocks and the transition from printing pictures to printing letters. Illustrates Gutenburg's contributions, the evolution of modern type face, the impact of the industrial revolution on printing, and modern book and newspaper presses in operation.

The Story of Christopher Columbus (17 min.) M-J
Re-enacts the events leading to the discovery of America by Columbus, whose faith in a dream remained unshaken despite the many obstacles placed in his path. Columbus' life is portrayed from boyhood to the time when he lands on the tiny island of San Salvador on October 12, 1492.

2

6. Filmstrips

Age of Exploration m-J

Art work illustrations trace the routes and point out the discoveries of Columbus and Magellan. The last frame summarized the achievements and contributions to civilization of the period.

Castle and Manor House M

One of the series "The Story of Houses". Describes types of cottages and manor houses in England in the 16th century.

Cathedrals m-J

Cathedrals in England, France, Germany, Spain, Italy and Austria - alternating text and picture frames.

Communication-History M-j

Pictures communication from the earliest times. Review at the end of the filmstrip.

The Crusades m-j-S

This strip consists of a sequence of maps showing the great movements of this age in relation to their geographic backgrounds. Also shows Christian and Mohammedan lands and the routes to the East, the principal gateways, and Italian trade monopoly are indicated.

Crusades and Early Trade Routes m-j-S

This strip consists of a sequence of maps showing the great movements of this age in relation to their geographic backgrounds. Also shows Christian and Mohammedan lands and the routes of the first three, and the children's crusades. The three trade routes to the East, the principal gateways, and the Italian trade monopoly are indicated.

Dark Ages J

Covers the period from 476 to 1000 A. D. in Europe including the decline of the Roman Empire, the accomplishments of the Arabs, the establishment of the Holy Roman Empire, and the raids on Europe by the Norsemen.

Early Navigators m-J

Summarizes early explorations preceding voyage of Columbus, including Mediterranean trade, overland routes to Orient, map of known world at the time of Columbus.

6. Filmstrips (cont'd)

Giotto's Life of Christ
j-S
Giotto's ideas of Christ's life were those of his time and derived not only from the New Testament, but also from the books of the Apocrypha. His frescoes were reproduced in Life magazine and then made into this filmstrip.

King Arthur
m-J
This filmstrip has been adapted from the original story of King Arthur. Costumes and settings are true of the times.

Knighthood
M-j
Reproductions of line drawings, each with brief identifying caption, showing various phases of life during the Middle Ages, including castles, farming villages, cathedrals, travel, warfare, mode of dress, trades, etc.

Life in a Medieval Castle
M-j
Follows a young boy who is trained as a page, later a squire, and finally is knighted. Sequences deal with castle life, tournaments, and medieval warfare.

Man Achieves New Freedom
j-S
Shows life during the "age of chivalry", as well as the church, towns, drama, universities, and other institutions during the Middle Ages. The last frame summarizes the achievements and contributions to civilization of this period.

Marco Polo
M-j
Relates the adventures of the Italian who spent much of his time in the court and service of Kublai Khan, the Mongol ruler.

Michelangelo: The Sistine Chapel
j-S
In May, 1949, Frank Lerner undertook one of the most difficult assignments ever commissioned by Life - to photograph in color the 10,000 square feet of the Sistine Chapel ceiling, and the gigantic mural of the Last Judgment on the altar wall. Michelangelo's great frescoes - "The summation of the Christian tradition in art", were presented in full color for the first time in the Christmas issue of Life (December 26, 1949).

Middle Ages
m-J-S
Reproduces treasures of medieval art from some of the world's great libraries and museums. Insight to the life in the Middle Ages is shown through art.

A New World Is Discovered
M-J-s
This strip consists of a sequence of maps showing the great movements of this age in relation to their geographic backgrounds. Relates the New World as shown in 1492 to the New World today. Shows routes of Columbus, Vespucci, Cabral, Balboa, and Magellan.

6. Filmstrips (cont'd)

Reading Level

Rebirth of Learning - The Renaissance — j-S

Illustrations show some of the achievements during the 14th and 15th centuries in art, drama, science, and political institutions. The last frame summarizes the achievements and contributions to civilization of this period.

Robin Hood — M-j

Follows the story very closely. Costumes and settings are authentic.

Story of Christopher Columbus — M-j

Scenes for this filmstrip taken from the film "Christopher Columbus", produced by Universal, starring Frederick March, shows how he obtained his ships, and his voyages to the Western hemisphere.

Voyage and Discovery — M-j

Illustrates the achievements of the great explorers, including Marco Polo, Henry the Navigator, Columbus, Vasco da Gama, Magellan, Ponce de Leon, De Soto and others.

7. Slides

2 x 2 Kodachrome

Art

3	Madonna-Bellini
8	Rheims Cathedral, Rose Window
9	Rheims Cathedral, Exterior
11	Wedding Dance - Brueghel
13	Madonna Enthroned - Cimabue
15	Holy Night - Correggio
21	Madonna of the Harpies - Del Sarto
27	Madonna of the Chair - Raphael
28	Sistine Madonna - Raphael
30	The Nativity - Ikon XV Century
35	Holy Family - Michelangelo
36	Adoration of the Magi - Botticelli

France

171	Artist Paints Notre Dame - Paris
172	Notre Dame Cathedral - Paris
173	Steeple - Gargoyles, Notre Dame
174	"Thinker" - Tower of Notre Dame

8. Study Prints

Art (Artext)

A- 4 "The Holy Night" - Correggio
A-14 "Flight into Egypt" - Giotto
A-23 "The Squirrels" - Durer
A-24 "The Annunciation" - Angelico
B- 5 "Winter" - Brueghel
B-14 "Madonna Del Granduca" - Raphael
B-24 "Sistine Madonna" - Raphael
C-25 "Mona Lisa" - Da Vinci

Art-Picture Study (Owen)

18 Madonna of the Chair - Raphael
25 Detail of Sistine Madonna - Raphael
49 Mona Lisa - DaVinci
59 Christopher Columbus - Piombo
65 Lavinia - Titian

Clothing Fashions (VCS)

4 Knights in Armor
5 Court Dress in 18th Century France

Clothing Long Ago (Inf)

4 Middle Ages

England (Perry)

1 Balmoral Castle, Scotland
3 Canterbury Cathedral, Kent, England
16 Houses of Parliament, London
29 Salisbury Cathedral, England
30 Statue of General Gordon, Trafalgar, London
32 Tower of London
34 Wells Cathedral, England
35 Westminster Abbey
38 Windsor Castle, England
40 York Minster, Yorkshire, England

France (Perry)

2 Arch of Triumph, Paris
3 Balcony, Notre Dame Cathedral, Paris
8 Chateau of Meillant, Bourges, France
15 Fontainebleau, France
17 Gouttieres, Notre Dame Cathedral, Paris
19A Louvre, Paris
25A Nave, Notre Dame Cathedral, Paris
25C Notre Dame Cathedral, Paris
33A Seine, with the Notre Dame Cathedral, Paris
37 Statues, Rheims Cathedral, France
46 Statue of Jeanne D'Arc, Paris

8. Study Prints (cont'd)

Feudal Life (MGM)

0-15

Germany (Perry)

1 Albert Durer's House, Nuremburg, Germany
2 Cologne-Cathedral, Germany
3 Heidelberg Castle, Germany

Knighthood (Inf)

1-14

Middle Ages I - Life In Feudal Society (Comp)

1-12

Middle Ages II and Dawn of the Modern Period (Comp)

1-12

Pertaining to Boats (Nat. G.)

23 Bayeux Tapestry
24 Bayeux Tapestry
28 Woodcut
34 Woodcut - View of Modon
43 Medieval Sea Going Ship

Record (Inf)

10 Printing Books - 16th Century
11 Making Paper - 16th Century
12 Cathedral Windows - Middle Ages
13 Weaving a Tapestry - 18th Century
14 Dutch Artist - 17th Century - Picture Books
15 Medieval Library

Story of Knighthood (RVA)

1-15

Transportation (Inf)

5 The Vikings Discover America - A. D. 1001
6 Medieval Merchant Ship - A. D. 1200
7 Merchant Ship of Northern Europe - Bruges - A. D. 1580
12 Royal Coach of Louis XVI

Voyage and Discovery (Inf)

1-7

GRADE SIX -- UNIT IV -- MODERN NATIONS DEVELOP IN WESTERN EUROPE

PURPOSE

A study of the modern nations of Western Europe is desirable since boys and girls should become acquainted with the people, ideas, and conditions which most influenced the development of their own country, as well as gain an understanding of the life of these important contemporary peoples and nations. Pupils may expect to discover some of historical, cultural, and economic ties that bind Europe and the United States together, some of the circumstances and characteristics of the continent and its various nations, and something about the relations of these countries with each other and with the world.

It will be important for our boys and girls to learn how:

1. Americans are interested in Europe for reasons of heritage, ancestry, trade, travel and cultural enjoyment.
2. Europe is a treasure house of folk lore, literature, language, art, music and architecture.
3. Europe is a continent of grand scenic beauty. Its cities and ways of life are a contrast between the old and new.
4. Customs are old and colorful. National pride is deeply felt.
5. Important contributions to health, science, and technology have been made by Europeans.

PROBABLE TIME: 9 - 10 weeks

SUGGESTED APPROACHES

1. In the center of the bulletin board have an outline map (build through the use of an opaque projector) of the European continent. Emphasize the boundaries of the western nations. Lead colored yarn from the countries to identifying pictures arranged around the map.

2. Assemble a montage of pictures of Western Europe on the bulletin board.

3. Determine the countries of origin for the ancestors of the boys and girls in the class. Have children print family names on small white flags and place them on a map of the country of origin.

4. Engage in a discussion about modern Europe, drawing out the children's impressions. List on the chalkboard things which pupils would like to learn about Europe. (This could become a class outline for studying the various nations.)

5. Plan a class trip to Europe. Such plans might include:
    a. Reasons for visiting Europe
    b. Visa and passport information
    c. Itinerary
    d. Anticipations of places to be visited

6. Invite a person to speak to the class who is of European birth or who has traveled extensively on the continent.

7. Play records of European music, especially those in which European languages are spoken.

8. Use either Western Europe: An Introduction or Our Shrinking World to start a discussion. (See pp. 24, 25.)

9. Prior to beginning the unit, select and read stories that will stimulate interest in the peoples or countries of western Europe.

SCOPE

1. What is the geography of the continent of Europe like?
    a. Second smallest continent
    b. Divided into three regions
        (1) northern highlands - Scotland to Sweden
        (2) great plains - France to Soviet Union
        (3) southern mountains - Spain to eastern Europe
    c. Broken coastline affords natural bays and harbors.
    d. Many navigable rivers and canals

2. How does the climate affect the type of living?
    a. People work well in middle latitude climates - warm summers, cold winters, plentiful rainfall.
    b. Westerly winds of the North Atlantic temper the climate.
    c. Europe has become the most densely populated continent with many nations.
    d. Crops in their relation to specific areas

3. What important events in Spain's history have affected us?
    a. Roman conquest - Roman law, Latin language, Christianity
    b. Moorish conquest - Arabic numerals, compass, paper, Greek learning
    c. Explorations of the 16th century to the New World
    d. Rivalry with England

4. How has France influenced European history?
    a. Charlemagne and the spread of Christianity
    b. Joan of Arc and the rise of a national spirit
    c. The French Revolution and Napoleon
    d. Recent world wars

5. Why is Germany a powerful, yet divided, nation?
    a. Historical conflict between freedom and authoritarianism
    b. Rapid industrialization after unification
    c. Heavy industrial area of the Ruhr valley
    d. Losses from two world wars

6. How have the people of Austria and Switzerland overcome their physical limitations?
    a. Generated electricity from water power
    b. Little farming, but emphasize manufacturing and tourist trade
    c. Pride in their history and its monuments

7. How is English history important to us?
    a. Anglo-Saxon traditions
    b. The Great Charter - limits to the king's power
    c. Representative government
    d. Trial by jury

8. How did the Industrial Revolution change people's lives?
    a. Power machinery replaces hard work
    b. Mass production
    c. Bad working conditions of the early factories
    d. Eventually raised the standard of living

9. What are some of the more important European contributions to civilization?
    a. Science
    b. Literature
    c. Art
    d. Music

POSSIBLE ACTIVITIES

Group

1. Using opaque projector, trace the outline of Europe on large paper or chalkboard. Place on it such desirable information as: countries, cities, rivers, natural resources, products, etc.

Group (cont'd)

2. Using suitably large paper or oaktag, prepare a chart on which important facts may be recorded as unit progresses. Down one side list language, natural resources, products, how people make a living, etc. Across the top, place the names of countries or groups of countries. See how well the chart can be completed.

3. Make a chart comparing the languages, foods, products, natural resources, climate, population, dress,etc., for some part of western Europe with that of some part of the United States.

4. Many topics within the scope of modern Europe can be visualized on murals and friezes: Industrial Revolution, development of trial by jury, transportation on the river-canal systems, important historical events, discoveries in medicine and science, architecture, inventions, etc.

5. Select a committee to prepare a panel of pictures on ways of making a living, on historical events, or on incidents in the lives of famous people. Another committee may prepare reports that describe the pictures.

6. As a means of accumulating information as the unit progresses, committees may be chosen to prepare reports, maps, charts, pictures, etc., which can then be put into a class book. Group interest may be aroused in planning the topics, selecting the type of pictures and format of the book, by choosing editors, reports, feature writers, etc.

7. Collect examples of famous architecture and prepare reports on them.

8. Engage in dramatic play on such topics as Joan of Arc, Napoleon, Magna Charta, Pasteur, Nobel, Leif Ericson, Industrial Revolution, Nazi dictatorship, etc. A more involved activity would be the writing of scripts on these or other topics.

9. Tape record a "You Are There" type of program. Select some important event or person around which can be built a script which strives to recreate the life and times of the period and the thoughts and feelings of actual persons involved.

Group (cont'd)

10. Arrange a collection of famous paintings in groups according to the following subjects: religious, portraits, landscapes, home life of working people, and perhaps animals. You will see that the artists painted subjects which were most important to them during the period in which they lived, and that ideas changed as the years passed. These subjects are still important to us, but many different subjects and ideas give today's artists inspiration to paint, carve, model, or build.

    Study one subject grouping at a time to see what you can learn from these masterpieces that will help you in your work such as:
    a. How the space is filled
    b. How objects are arranged
    c. How is distance or depth shown?
    d. Noticing choice and arrangement of colors
    e. Can brush strokes be seen?
    f. What does the artist do with the background, etc.?

11. Visit the Detroit Institute of Arts. There will be many works of art to see from the countries of western Europe. Look especially for the following masterpieces:
    a. Portrait of a Man Holding a Flute - Titian
    b. Wedding Dance - Bruegel
    c. The Visitation - Rembrandt
    d. Dancers in The Green Room - Degas
    e. Self-Portrait - Van Gogh

12. Have class divide into four groups for the study of "Music Makers". For the story of Bach, see Singing Together, pp. 96-101; for Handel, see Singing Together, pp. 102-106 for Beethoven, see Singing in Harmony, pp. 119-124; and for Schubert, see Singing in Harmony, pp. 125-131. Members of the groups can report orally on the lives of these composers, play the piano selections given, perform on other instruments using the works of these composers, and teach the class songs composed by these music makers. Recordings of music by these masters can also be used.

13. Most nations have an adopted song which they call their "national anthem". Have the boys and girls bring into class national anthems of the nations of Europe.

14. Christmas is celebrated in all the modern nations of Europe. Have members of the class select songs of the Christmas season that show through the lyrics the effect nationality has on these celebrations.

Group (cont'd)

15. Have class read together the story of Peer Gynt Suite as given in Singing in Harmony, pp. 211-237. Use filmstrip of this Suite and also the recording after class has read and discussed the story.

16. Have class dramatize the story of "Hansel and Gretel" as given in Singing Together, pp. 193-211. Follow this activity by listening to the recording of this opera.

17. Wagner did a great deal to develop the orchestra as we now know it. Discuss the instruments used in a symphony orchestra and draw diagram of the most popular seating arrangement used in symphony orchestras today. Different colored chalk could be used for the different families of instruments. As a conclusion to this activity, have class listen to the prelude of at least one of the Wagnerian operas. A recording, "The Young Person's Guide to the Orchestra", would stimulate interest in this project.

18. The symphony as a style of composition was developed by the composers of these nations. Discuss what a symphony is and illustrate by playing through the recordings of at least one. Schubert's Unfinished Symphony is recommended for this purpose.

19. Have class look at pictures of the peoples of Finland. Discuss the climate and the economy of these people. Follow by playing Sibelius' "Finlandia." Point out to children the way in which their way of life is reflected in their music. By contrast play Ravel's "Bolero" in which rhythm is more outstanding than melody and harmony.

Individual

1. Prepare outline maps of Europe to show latitude and longitude, transportation and trade routes, physical features, time zones, products, natural resources, boundaries, cities, regions, etc.

2. Prepare charts and graphs which show exports and imports, rainfall, temperature, war destructiveness, distances, population of the various parts of western Europe.

3. Make a chart on European inventions listing: name of inventor, country, name of invention, how invention improved living conditions, etc.

4. Prepare time lines in cartoon form as in Exploring the Old World, p. 211 or p. 239.

Individual (cont'd)

5. Keep lists of new vocabulary words, terms, and concepts that are met as unit progresses.

6. Prepare notebooks or scrapbooks which include stories, reports, biographies, magazine and newspaper material, art work, graphs, maps, etc.

7. For purposes of writing friendly letters, boys and girls may imagine that they are:
    a. Traveling in a foreign country and writing a letter home.
    b. Living in Europe because of dad's job and are writing to classmates about the new life.
    c. Visiting a relative who lives in Europe.

8. Write business letters to European governmental or travel agencies in this country, or to the United Nations for information.

9. Prepare travel folders that invite the tourist to visit famous cities, buildings, vacation spots, etc.

10. Plan menus of typical dishes from various countries.

11. Set up exhibits of European stamps, money, and doll collections. Prepare a collection of national flags.

12. Write a "I Wish I'd Been There" story about some event of European history and illustrate it.

13. Imagine an interview with a famous European of the past and write a newspaper article about it.

14. For names and addresses of European boys and girls who want to have American pen pals, write to UNESCO, New York City, or the English speaking Union, New York City, or to one of the consulates in Detroit.

15. Make models of such things as a Viking ship, Kay's loom, Watt's steam engine, a Rhine River barge, the dike and polder system, etc.

16. Prepare cartoon strips similar to ones in Exploring the Old World, pp. 182, 212, 240.

Individual (cont'd)

17. Find some information about the following famous contemporary architects, and see if it can be determined how far and where their influence has reached outside of their native country:
    a. Walter Gropius - German
    b. Frank Lloyd Wright - American
    c. Louis Henry Sullivan - American
    d. Eliel Saarinen - Finnish
    e. Le Corbusier French
    f. Mies Van der Rohe - German

18. After you have studied the groups of paintings as suggested in Group Activities (#10), try several of the following suggestions, remembering some of the things you can do to make a picture which you will like:
    a. Illustrate a religious story or part of a story, using crayon, colored chalk, or paint.
    b. Do a religious picture in mosaic style.
    c. Make a stained glass window with water color and black crayon or ink, or water color and black cut-paper design.
    d. Make a portrait of yourself or of a friend. Do not expect your first portrait to be a real likeness, but it is fun to try. Use charcoal, crayon (on the side and end), or colored chalk.
    e. Make an interesting landscape or seascape of a scene with which you are very familiar. If possible, make your original sketch out-of-doors where you can observe closely what you are putting in your picture.
    f. If you have observed examples of the beginning of modern art in France, as represented by Cezanne, Gauguin, Van Gogh, Matisse, and Picasso, or by the Dutch artist, Mondrian, make a picture of your favorite subject using some modern techniques such as transparency of overlapping objects, distorted perspective, non-objective design, decorative pattern, use of brilliant and contrasting colors, pattern achieved by brush strokes, or representation without detail.

USABLE MATERIALS

1. Basic Reference:

Hamer and others, Exploring The Old World, pp. 180-279

2. Sets of Books

	Reading Level
Betts, E., Adventures Here and There	5
"The Three Kings," pp. 78-85	
"The Greatest Dreamer," pp. 86-95	
"Emil," pp. 190-199	
"Beauty and the Beast," pp. 212-222	
"The Searching Party," pp. 142-151	
"Land From the Sea," pp. 173-181	
"All American," pp. 182-189	
"A Dust Rag for Easter Eggs," pp. 115-125	
"America's Lafayette," pp. 124-132	
"The Gift from a Friend," pp. 133-138	
Betts, E., Adventures Now and Then	6
"How Robin Hood Shot Before Queen Eleanor," pp. 61-71	
"Olaf, the Dane," pp. 156-171	
"Cross Purpose," pp. 210-218	
"Thanksgiving - Then and Now," pp. 231-237	
"Pasteur - A Saver of Lives," pp. 307-315	
"Radium Treasure," pp. 324-331	
"The Might of a Song," pp. 366-375	
"On London Bridge," pp. 385-393	
"The Signing of Magna Charta," pp. 412-418	
Bond and others, Meeting New Friends	4
"Adventure in the Mountains," pp. 214-221	
"The Wonderful Spectacles," pp. 100-111	
"A Wheel Brings Good Luck," pp. 121-123	
"Stronger Warp," pp. 124-125	
"Finer Thread," pp. 126-129	
Bond and others, Stories to Remember	6
"Johann's Birthday Present," pp. 15-23	
"Boy of Edense," pp. 37-55	
"French Fun Day," pp. 82-95	
"Tulip Time," pp. 96-107	
"A Bit of Norway," pp. 110-121	
"High in the Mountains," pp. 248-262	
"Belgian Boat Trip," pp. 282-292	
"The Magna Charta," pp. 300-315	
"Freedom's Growth," pp. 316-370	
Gates and others, All Around Me	6
"William Tell," pp. 142-149	
"The Making of the Hammer," pp. 172-192	
Gates and Peardon, World I Know	5
"Doors and Windows In London," pp. 338-344	
"Sunday In Ireland," pp. 345-358	
"Heather Hills of Scotland," pp. 359-368	

2. Sets of Books (cont'd)

	Reading Level
Henderson and others, Blue Sky Book	5
"Man With Colt," p. 216	
"The Black Pond," pp. 219-225	
"The New Home With Grandfather," pp. 227-236	
"My Heart's in the Highlands," p. 239	
"The Storks Fly Home," pp. 243-250	
"Captain Cook," pp. 266-272	
"An English Poet," pp. 318-331	
"King Bruce and the Spider," pp. 348-351	
"The Story of Beowulf," pp. 354-358	
"William Tell," pp. 359-363	
"King Arthur and His Knights," pp. 364-375	
"The Vigil," pp. 376-378	
"The Wild Swans," pp. 379-396	
"The Water Carrier," pp. 404-406	
"Nightingale," pp. 418-427	
Henderson and others, The Firelight Book	6
"The Inchcape Rock," pp. 246-247	
"The Mill," pp. 250-252	
"King John and the Abbot of Canterbury," pp. 263-266	
"The Destruction of Sennacherib," pp. 266-267	
"Lochinvar," pp. 281-283	
"An English Poet," pp. 324-345	
"Balder, The Beautiful," pp. 362-367	
"Abou Ben Adhem," p. 383	
"Women in Church," pp. 386-388	
"The Happy Prince," pp. 392-405	
"The King's Story," pp. 415-419	
"The King of the Golden River," pp. 421-455	
Horn and others, Reaching Our Goals	6
"Coal-Tar Wonders," pp. 304-310	
"A Great Frenchman - Pasteur," pp. 337-349	
Johnson and Jacobs, Adventure Lands	6
"The Song of the Pirate King," p. 64	
"The Emperor's New Clothes," pp. 81-88	
"The Peddler," pp. 114-124	
"Hans and Gretel Find a Friend," pp. 170-177	
"The Shooting Match at Nottingham Town," pp. 209-220	
"Sing High, Sing Low," pp. 222-245	
"Elsie Piddock Skips in Her Sleep," pp. 298-310	
McConnell and McGuigan, Geography of Many Lands	4
"Land of Four Seasons," pp. 93-118	
"High In the Mountain," pp. 119-134	
"In Northern Lands," pp. 135-154	

2. Sets of Books (cont'd)

	Reading Level
O'Donnell, Norwegian Children	3-6
O'Donnell and Bloss, English Children	3-6
O'Donnell and Bloss, French Children	3-6
O'Donnell and Bloss, Spanish Children	3-6
O'Donnell and Bloss, Swiss Children	3-6
Orr and others, Stories Old and New "Robbie of Kirkhaven Rink," pp. 220-230 "King Richard and Blondel," pp. 263-274 "How Robin Hood Met Little John," pp. 393-420	6
Russell and others, Wings to Adventure "Pancakes - Paris," pp. 439-454	6
Smith and others, Beyond the Horizon "Junior Winter Olympics," pp. 258-264 "A Learning Mood," pp. 265-274 "Day the Cows Came Home," pp. 293-300 "Colin's Christmas Candle," pp. 301-306	6
Smith and others, Shining Hours "Betje's Tulip," pp. 218-226 "Dragon Chair," pp. 253-263	4
Thralls, World Around Us "Busy Lands of Western Europe," pp. 257-270 "Heart of Eurasia," pp. 305-319	7
Tiegs and others, Your World and Mine "Nations of Europe: The Slow Growth of Freedom," pp. 104-191 "Countries of Europe: Western Nations Learn New Lessons," pp. 191-293	6
Witty and others, Luck and Pluck "He Rode the Wind," pp. 93-101	4

2. Sets of Books (cont'd)

	Reading Level
Witty, P., Merry Hearts and Bold "Children of the Sea," pp. 58-67 "Climb by Moonlight," pp. 100-118 "Dick Whittington's Cat," pp. 127-140 "Brave Tony," pp. 141-148 "The Herring Cart," pp. 166-173 "Rosie and the Lion," pp. 174-179 "The Admiral's Ghost," pp. 273-278 "The Parchment Door," pp. 287-300 "The Might of a Song," pp. 301-320 "Tom Pear Tree," pp. 333-337 "With a Barber's Brush," pp. 338-347 "The Unblazed Trail," pp. 348-360 "The Making of a Sailor," pp. 372-378 "The Log of Columbus," pp. 381-385 "The Vinland Riddle," pp. 398-406 "The Last Snake," pp. 421-425	5

3. Library Books

Assn. for Child Education, Told Under the Stars and Stripes Stories of American children from European nations.	5-7
Ayme, M., The Wonderful Farm Story of animals on a farm in France.	4-6
Bachman, F., Great Inventors and Their Inventions Stories about inventions.	6-8
Bacon, M., Operas Every Child Knows About 16 famous operas and their composers.	5-9
Bagnold, E., Alice and Thomas and Jane A story about fishing in England.	3-5
Barringer, M., The Four and Lena German children on a farm in the Black Forest.	3-5
Barrows and others, Old World Lands Geography of Britain, Netherlands, Germany. Pp. 24-44, 197-218, 246-250.	6-7
Barstow, C., Famous Buildings: A Primer of Architecture Description and pictures.	6-9
Bauer and Peyser, How Music Grew A history of music.	7-12
Bazin, R., Juniper Farm Farm life in France.	5-7
Bemelmans, L., The High World A story of the Alps.	5-7
Bennett, R., Shawneen and the Gander Irish fairy tales.	2-4
Benz, F., Pasteur: Knight of the Laboratory A great crusader for health.	5-9

3. Library Books (cont'd)

	Reading Level
Bishop, C., All Alone Boys and their herds in the French Alps.	4-6
Bishop, C., Pancakes - Paris A mingling of French and American ideas.	3-6
Boggs and Davis, Three Golden Oranges, and Other Spanish Folk Tales. Ten representative tales.	4-6
Bolton, S., Famous Men of Science Includes Newton, Humbolt, Faraday, Darwin and others.	6-9
Bowman, J., Tales from a Finnish Tupa Folk lore from Finland.	4-6
Bragdon, L., Land and People of France The geography of France and the activities of its people.	4-6
Bragdon, L., Land and People of Switzerland The geography of Switzerland and the activities of its people.	4-6
Bragdon, L., Land of Joan of Arc A compact history of France.	5-7
Bragdon, L., Land of William Tell Swiss history, customs and geography.	5-7
Brandeis, M., The Little Swiss Woodcarver Stories of Swiss life.	3-4
Brandeis, M., Little Philippe of Belgium Stories of Belgian life.	3-4
Brandeis, M., Little Erik of Sweden Stories of life in Sweden.	3-4
Brandeis, M., The Little Dutch Tulip Girl Stories of life in Holland.	3-4
Brandeis, M., Little Jeanne of France Story of life in France.	3-4
Brandeis, M., The Little Spanish Dancer About some legends, paintings, and customs.	3-4
Brandeis, M., Mitz and Fritz of Germany Stories of German life.	3-4
Brandeis, M., Shaun O'Day of Ireland Stories of Irish life.	3-4
Brandeis, M., The Wee Scotch Piper Stories of Scotch life.	3-4
Brann, E., Lupe Goes to School Story of present day Spain.	4-6
Brann, E., Nanette of the Wooden Shoes Story of a small village in Brittany.	4-6
Brigham and McFarlane, How the World Lives and Works Resources and needs of great nations.	5-7
Brock, E., At Midsummer: A Story of Sweden Story about a celebration.	4-5
Brock, E., High In the Mountains Herding in the Swiss Alps.	3-6
Brown, M., Stone Soup A French folk tale.	3-6

3. Library Books (cont'd)

	Reading Level
Buchanan, F., How Man Made Music A history of music.	4-7
Burglon, N., Children of the Soil: A Story of Scandinavia About Christmas, wood carving, goats, etc.	5-7
Burglon, N., Sticks Across the Chimney Story of Denmark.	5-7
Butterfield, E., The Young People's Story of Architecture Stories of famous buildings.	6-9
Carls, N., Neighbors Across the Seas On western Europe.	6-7
Carpenter, F., Our Little Friends of Norway Stories of country life.	3-4
Carpenter, F., Our Little Friends of Switzerland Stories of Swiss life.	3-5
Carpenter, F., Our Little Friends of the Netherlands Manners, customs, and characteristics of life.	3-5
Casner, M., Exploring Geography Europe as the great center of world trade.	6-8
Casserley, A., Michael of Ireland Irish fairy tales.	5-7
Chamoud, S., Pictures Tales From the French French folk tales.	3-4
Chandler, A., Story-Lives of Master Artists Stories of famous artists.	6-9
Chandler, C., Famous Men of Medicine Includes Jenner, Pasteur, and Lister.	6-9
Chapin, A., Wonder Tales From Wagner The folklore used in his operas.	5-8
Chase, A., Famous Paintings - An Introduction to Art 172 reproductions with comments.	4-7
Clement, M., In France All aspects of life in France.	6-9
Collins, H., Europe To The U. S. S. R. Colored pictures and maps with story of the geography of European countries.	4-6
Colum, P., The Children of Odin Norse legends and myths.	5-8
Cottler, J., Heroes of Civilization Men of science, invention, and medicine.	5-9
Creed, V., France (Life in Europe) Presents information on the many phases of French life and customs.	6-8
Crew, H., Peter Swiss Tells about herding in the Alps.	5-7
Crew, H., Saturday's Children Stories about European children.	5-7
Crichton, F., Peep-In-The-World English fairy tales.	4-6

3. Library Books (cont'd)

	Reading Level
Cutright and others, Living Together in the Old World Great Britain and Central Europe. Pp. 270-294, 353-399.	3-5
d'Aulaire, I., Children of the Northlights Picture book of Lapland.	3-5
d'Aulaire, I., Wings for Per The Norwegian Air Force.	3-5
Dalgliesh, A., Long Live the King Stories and pictures of English monarchy.	4-6
Darrow and Hylander, The Boys' Own Book of Great Inventions Effects of inventions.	5-8
Day, D., Getting To Know Spain The geography, history and customs of Spain.	4-6
DeAngeli, M., The Door In the Wall Crippled English boy in the 13th century.	5-7
DeJong, D., Picture Story of Holland Pictures and stories.	3-6
DeJong, M., Dirk's Dog, Bello A boy and his dog in the Netherlands.	6-8
DeJong, M., Wheel On the School Story of 5 Dutch boys and their teachers.	4-7
Deucher, S., Edward Grieg: Boy of the Northland A biography of a musician.	4-7
Deucher, S., Millet Tilled the Soil Biography of the French painter.	4-6
Djurklo, G., Fairy Tales From the Swedish Folk and fairy tales.	4-6
DuBois, W., The Giant An 8 year old giant has trouble finding a European city to let him stay.	5-8
DuVoisin, R., The Three Sneezes and Other Swiss Tales Folk Tales.	2-4
Eaton, J., Leaders In Other Lands About Joan D'Arc, Gutenberg, Watt, Curie, etc.	4-6
Eberle, I., Famous Inventors Includes stories of Gutenberg, Watt, Cartwright, Stephenson, etc.	4-7
Eberle, I., Modern Medical Discoveries Stories about the scientists.	6-9
Eells, E., Tales of Enchantment From Spain Spanish folklore.	4-6
EBF., Children of England's Canals Stories and pictures from the film.	3-5
EBF., Hans of the Swiss Alps Stories and pictures from the film.	3-5
EBF., A Day With Dutch Children Stories and pictures from the film.	3-5
Epstein, S., The Real Book About Inventions History of human inventiveness.	5-7

3. Library Books (cont'd)

	Reading Level
Evans, E., People Are Important How important it is to get along with people everywhere.	4-6
Fabres, A., Anne and Maryke: Holidays in Holland Includes dikes, goats, wooden shoes.	3-5
Falkberget, J., Broomsticks and Snowflakes Norwegian fairy tales.	3-5
Farjeon, E., Martin Pipper in the Daisy Field English fairy tales.	7-9
Farjeon, E., The Silver Curlew English folktale.	6-8
Fisher, C., The Avion My Uncle Flew Adventures of a boy in France.	6-9
Forman, S., Stories of Useful Inventions Stories about the match, lamp, forge, steam engine, etc.	5-7
Fox, R., Great Men of Medicine Biographies of Harvey, Jenner, Lister, etc.	6-9
Fox, R., Milestones of Medicine Includes Rontgen, the Curies, Fleming, etc.	6-9
France, A., Our Children and Girls and Boys Stories of French children.	5-6
Gaggin, E., An Ear for Uncle Emil Story of a Swiss girl in the Alps.	5-7
Gall, A., Each In His Way: Stories of Famous Animals Story of a German guide dog.	3-5
Garland, J., The Story of Medicine History of medical progress.	7-9
Gibson, K., The Oak Tree House Story of Edward VI of England.	3-5
Gibson, K., Pictures To Grow Up With Many illustrations with descriptions.	4-7
Gibson, K., More Pictures To Grow Up With Many full and half-page illustrations.	4-7
Gordon, D., Come To France Stories of travel.	3-4
Gottlieb, G., First Book Of France Geography and history of France.	3-6
Gross and others, Exploring Near and Far A Norwegian Fishing village.	4-5
Hall, J., Viking Tales Stories about Iceland and Norway.	4-6
Hall, J., When I Was A Boy In Norway Children in Norway, also mythology.	5-7
Halliburton, R., Book of Marvels: The Occident Includes stories about famous places.	5-9
Hart, J., Picture Tales From Holland Folk Tales and legends.	3-4
Hayes, E., The Tongues of Man On European languages and the development of English.	6-8
Heiderstadt, D., A Book of Heroes St. Patrick, Charlemagne, Robert Bruce, Father Damien.	5-7

3. Library Books (cont'd)

	Reading Level
Heisenfelt, K., Children of Holland Stories of Holland and a Christmas story.	2-4
Hertzman, A., When I Was A Girl in Sweden Stories of the author's birthplace.	4-6
Hill, H., Rudi of the Toll Gate Story of a toll gatekeeper in Germany.	5-7
Hillyer, V., A Child's History of Art Painting, sculpture, and architecture.	5-9
Hodges, C., Columbus Sails Biography.	6-9
Hoffman, G., Austria (Life in Europe) Presents many phases and information of Austrian life and customs.	6-8
Hoffman, G., Switzerland (Life in Europe) Presents many phases and information of Swiss life and customs.	4-6
Hogarth, G., Lucy's League A tale of present-day English life.	4-6
Hogben, L., The First Great Inventions Told with pictures.	4-7
Horne, R., Memoirs of a London Doll Story of London children.	4-6
Hosford, D., Thunder of the Gods Norse mythology.	5-7
James, N., White Reindeer Story of reindeer in Lapland.	4-6
Janeway, E., The Vikings Explorations and history.	5-7
Javal, L., Fortune's Caravan Traveling around France in a house on wheels.	3-5
Johnson, E., European Neighbors British Isles, Netherlands, France, Germany. Pp. 1-32, 65-128.	4-6
Johnson, E., Neighbors In Many Lands Stories on Scandinavia and Switzerland. Pp. 33-76	4-6
Johnson, M., Gay, A Shetland Sheepdog Dog story laid in Scotland.	3-6
Johnson, M., Rolf, An Elkhound of Norway Puppy is trained by a Laplander.	4-6
Jordan, N., Homemade Dolls in Foreign Dress Native costumes of many countries.	4-8
Kiner, G., Children of Holland Story of children in the Netherlands.	5-6
King, M., It Happened In England English farm children raise flowers for the coronation.	4-6
Klep, R., Album of the Great St. Francis, Gutenberg, Joan of Arc, etc.	5-7
Knoop, F., Lars and the Luck Stone A story of life among the Lapps.	5-7

3. Library Books (cont'd)

	Reading Level
Kolevzon, E., Our World and Its Peoples Good social studies text.	6-8
Lagerlof, S., The Wonderful Adventures of Nils Swedish fairy tales.	5-7
Lamprey, L., All The Ways Of Building History of architecture.	5-8
Lamprey, L., In The Days Of The Guild Short stories about England in the 12th century.	6-9
Lang, A., The Story Of Joan Of Arc Biography.	5-6
Lansing, M., Great Moments In Science Stories of important discoveries.	5-8
Lattimore, R., The Seven Crowns Life in Copenhagen.	3-5
Lauber, P., Getting To Know Switzerland A glimpse into the country of Switzerland revealling its people and geography.	4-8
Lawrence, R., Aida: The Story of Verdi's Greatest Opera Carmen: The Story of Bizet's Opera Hansel and Gretel: The Story of Humperdinck's Opera Lohengrin: The Story of Wagner's Opera The Valkyrie: Wagner's Ring of Nibelung	4-9
Leaf, M., Wee Gillis About a boy who plays a bagpipe.	2-4
Leeming, J., The Costume Book Pictures and stories of national costumes.	5-8
Lester, K., Great Pictures and Their Stories, Book IV Stories of famous paintings.	3-5
Lester, K., Great Pictures and Their Stories, Book VIII Stories of famous paintings.	5-9
Lide, A., Lapland Drum Describes customs and everyday activities.	4-6
Lindgren, A., My Swedish Cousins An American returns to Sweden to visit relatives.	4-7
Lobsenz, N., First Book of West Germany History and geography of Germany with main emphasis on post-war activities.	3-6
Lownsberry, E., The Boy Knight of Reims Of French knighthood during Middle Ages.	6-9
Maiques, G., Spain (Life in Europe) Presents information on the many phases of Spanish life and customs.	
Malmstrom, V., The British Isles (Life in Europe) Presents information on the many phases of British life and customs.	6-8
Malmstrom, V., Norway (Life in Europe) Presents information on the many phases of Norwegian life and customs.	6-8
Malmstrom, V., Sweden (Life in Europe) Presents information on the many phases of Swedish life and customs.	6-8

3. Library Books (cont'd)

	Reading Level
Malory, T., Stories from King Arthur King Arthur legends.	5-7
Marshall, H., An Island Story A history of Great Britain.	6-9
McCrady, E., Maria and Carlos of Spain About making a living in Spain.	3-4
McCrady, E., Olga of Norway Country life in Norway.	3-5
McMurtrie, D., Wings for Words Gutenberg and his invention of printing.	6-9
Miller, O., Tales Told in Holland Folk tales and legends.	3-5
Moore, N., Near the Top of the World Of Norway, Denmark, and Sweden.	4-6
Morley, M., Donkey John of Toy Valley Story of life in the Tyrols.	4-6
Nano, F., Land and People of Sweden A journey to the Arctic Circle.	6-9
Nicholas and others, Art For Young America Fine buildings and paintings. Pp. 121-124, 157, 164-166, 176-180, 188-223.	
Nida, W., Early Men of Science Leuwenhoek, Koch, Jenner, Pasteur, Curie.	5-6
Nolan, J., Florence Nightingale A biography.	6-9
Norton, M., The Borrowers Story of home life in England.	4-7
Olcott, V., Anton and Trini: Children of the Alpland. Earning a living in Switzerland.	4-5
Olcott, V., Erik and Britta: Children of Flowery Sweden Includes reindeer, glassblowers, lumbering.	4-5
Olcott, V., Jean and Fanchon: Children of Fair France Experiences in Paris and the country.	4-5
Olcott, V., Karl and Gretel: Children of the Fatherland Stories of German children.	4-5
Olcott, V., Olaf and Ane: Children of the Northland Herding in the mountains of Norway.	4-5
Olcott, V., Wonder Tales from Goblin Hills Germanic folk stories.	4-6
O'Neill, H., The Picture Story of Norway Past and present day story.	4-7
Owen, R., Picture Tales from Scandinavia Folk tales.	4-6
Owen, R., The Castle in the Silver Wood Fairy tales.	4-6
Owen, R., Denmark Caravan A trip through the land of Hans C. Andersen.	5-9
Palm, A., Wanda and Greta at Broby Farm Story of children in Sweden.	4-6

3. Library Books (cont'd)

	Reading Level
Parker, E., Most Gracious Majesty Biography of Queen Elizabeth II.	6-9
Parkman, M., Conquest of Invention Stories about Hargreaves, Arkwright, Cartwright, etc.	5-7
Peattie, R., Rambles in Europe Travels through western Europe.	3-5
Peck, A., Roundabout Europe Stories of travels.	3-5
Peck, A., Wings Over Holland Story of a boy from Holland.	4-6
Potter, E., Land From the Sea Story of Holland.	4-6
Pyle, H., Pepper and Salt Fairy tales, ballads, and rhymes.	4-6
Pyle, H., The Wonder Clock Fairy tales.	4-6
Richards, L., Florence Nightingale A biography.	6-9
Russell, D., Doorways to Discovery Stories about B. Franklin, Wm. Penn, Madame Curie, etc.	7
Sasek, M., This Is Edinburgh A picture book of famous sights of Edinburgh, Scotland with brief captions.	3-6
Sasek, M., This Is London A picture book of famous sights of London with brief captions.	3-6
Sasek, M., This Is Munich A picture book of famous sights of Munich, Germany with brief captions.	3-6
Sasek, M., This Is Paris A picture book of famous sights of Paris with brief captions.	3-6
Sawyer, R., Picture Tales from Spain Folk tales.	5-7
Sawyer, R., Tono Antonio A Spanish boy takes his goats to market.	5-7
Scholes, P., The Complete Book of Great Musicians Biographies.	6-9
Scobey, K., Stories of Great Musicians Biographies.	4-6
Scott, G., Kari Fanciful tale of a girl in Norway.	3-5
Seger, G., Germany (Life in Europe) Presents information on the many phases of German life and customs.	6-8
Siebe, J., The Hay Village Children Home life in a German village.	5-6
Sloane, W., British Isles A short history.	4-7

3. Library Books (cont'd)

	Reading Level
Smith, J., Neighbors Around the World A journey in geography around the world.	6-8
Smith, S., Made In England Wedgewood China, Chippendale furniture, etc.	6-9
Smith, S., Made In France Pottery, textiles, furniture, etc.	6-9
Smith, S., Made In Germany and Austria. Dresden china, toys, Tyrolean peasant work.	6-9
Smith, S., Made in Sweden Articles of decorative art.	6-9
Sootin, H., Michael Faraday A biography of the physicist.	5-7
Sorensen, C., A World View Another excellent text in geography around the world.	6-9
Spyri, J., Moni, the Goat Boy Story of a boy in the Swiss Alps.	4-6
Steel, F., English Fairy Tales Folk tales.	4-6
Stein, E., Gabriel and the Hour Book Story of French books in the Middle Ages.	5-7
Streatfield, N., Ballet Shoes Primarily a story of London for girls.	6-9
Streatfield, N., First Book of England History and geography of the British Isles.	3-6
Street, A., Key To London A geographic study of London, England.	6-9
Syem, R., Magellan: First Around the World Biography.	5-8
Thorne-Thomsen, East of the Sun and West of the Moon Norwegian folk tales.	2-5
Thorsmark, T., In Wooden Shoe Land Stories about children of Holland.	4-6
Topelius, Z., Canute Whistlewinks Studies of children in Finland and Lapland.	4
Tor, R., Getting To Know Germany The geography, history and customs of Germany.	4-6
Troelstra, M., Afke's Ten Story of home life in Holland.	4-6
Turngren, A., Flaxen Braids Story of a real Swedish childhood.	5-7
Van Someren, L., The Young Traveler in Holland The story of an American boy's trip through Holland.	4-6
Van Stockum, H., Kersti and St. Nicholas Fanciful Dutch story.	3-4
Washburne, H., Letters to Channy Travels in Austria, Germany, England, etc.	4-6
Weir, R., Leif Ericson, Explorer Biography.	5-7

3. Library Books (cont'd)

	Reading Level
Wheeler, O., Curtain Calls for Joseph Haydn and Sebastian Bach. Biographies.	5-8
Wheeler, O., Franz Schubert and His Merry Friends A biography.	4-6
Wheeler, O., Frederic Chopin: Early Years A biography.	4-6
Wheeler, O., Handel at the Court of Kings Biography of a musician.	5-8
Wheeler, O., Joseph Haydn: the Merry Little Peasant A biography.	4-6
Wheeler, O., Ludwig Beethoven and the Chiming Tower Bells A biography.	4-7
Wheeler, O., Mozart, the Wonder Boy A biography.	4-6
Wheeler, O., My Brother Was Mozart A biography.	6-9
Wheeler, O., Paganini, Master of the Strings A biography.	4-6
Wheeler, O., Robert Schumann and Mascot Ziff A biography.	4-6
Wheeler, O., Sebastian Bach: the Boy from Thuringia A biography.	5-8
Williams, E., Men Who Found Out Biographies of famous scientists.	6-9
Williams, L., Robin and Jean in France American Children visit France.	4-6
Williams, L., Robin and Jean in the Netherlands and Belgium American children travel.	4-6
Wohlrabe, R., Land and People of Portugal The geography of Portugal and some of the activities of its people.	6-9
Wood, L., Louis Pasteur A biography.	6-9
Zwilgmeyer, D., Johnny Blossom A boy's adventures in Norway.	4-6

4. Music Books

Pitts and others, Singing Together
"Golden Slumbers Kiss Your Eyes," (17th century English Song) p. 14
"Flicka, Will You Dance With Me," (Swedish Folk Song) p. 40
"The Fisher Maiden," (French Folk Song) p. 42
"Fishermen's Evening Song," (Breton) p. 65
"The Blacksmith," (Brahms) p. 66
"De Bezem," (The Broom) (Dutch Round) p. 69
"Lullaby and Goodnight," (Brahms) p. 77

4. Music Books (cont'd)

Pitts and others, Singing Together (cont'd)
- "Praise to the Lord," (German, 1668) p. 88
- "Our Heavenly Father, Source of Love," (Beethoven) p. 89
- "Blessed Are the Pure in Heart," (Bach) p. 90
- "My Heart Ever Faithful," (Bach) p. 97
- "Jesu, Joy of Man's Desiring," (Bach) p. 98
- "He Shall Feed His Flock," (Handel) p. 104
- "Evensong," (Palmgren) p. 140
- "A Boat, A Boat to Cross the Ferry," (English Round) p. 147
- "Spring Has Come," (Swiss Folk Song) p. 159
- "Spring Song," (Schubert) p. 160
- "Sing of the Cuckoo," (German Folk Song) p. 161
- "May Day Carol," p. 162
- "Lorita," (Portuguese Folk Song) p. 166
- "Sepp Has a Little Hen," (Swiss Folk Song) p. 167
- "Tuku, Tuku, Tuu I'm Calling," (Finnish Folk Song) p. 168
- "Fola, Fola Blakken," (Grieg) p. 170
- "Peter, the Fiddler," (Norwegian Folk Song) p. 184
- "Songs from Hansel and Gretel," pp. 193-211

Pitts and others, Singing in Harmony
- "Swiss Walking Song," p. 8
- "When the Chestnut Leaves Were Falling," (Spanish Folk Song) p.9
- "The More We Get Together," (German Folk Tune) p. 23
- "Friendship True," (Mozart) p. 25
- "Gypsy Song," (German-Swiss) p. 27
- "Are You Sleeping?" (Old French Round) p. 33
- "The Keeper," (English Folk Song) p. 36
- "My Courtyard," (Spanish) p. 42
- "Oh, Fetch the Water," (Norwegian Folk Song) p. 44
- "I Will Give You the Keys of Heaven," (English Singing Game) p. 49
- "O No, John!" (English Folk Song) p. 50
- "The Princess," (Grieg)
- "Sleep, O My Baby," (Mozart), p. 88
- "Slumber Song," (Schubert) p. 88
- "All Through the Night," (Welsh Folk Song) p. 90
- "O Vermeland," (Swedish Folk Tune) p. 94
- "'Mong the Rock by the North Sea's Blue Waters," (Norwegian Folk Air) p. 95
- "See Afar Yon Hill Ardmore," (Ancient Gaelic Air) p. 96
- "Ye Watchers and Ye Holy Ones," (Cologne, 1623) p. 102
- "Lord of All Being," (Beethoven) p. 121
- "My God, How Wonderful Thou Art," (Scotch Psalter, 1615) p. 107
- "Praise to Joy," (Beethoven) p. 121
- "Hark! Hark! The Lark!" (Schubert) p. 127

4. Music Books (cont'd)

Pitts and other, Singing in Harmony (cont'd)
"From Whose Abundant Stores," (Haydn) p. 133
"Good Morning," (Grieg) p. 164
"Thou Lovely Tree," (Handel) p. 175
"The Tree in the Wood," (English) p. 177
"Woodland Song," (Schubert) p. 178
"The Ice King," (Swedish Folk Tune) p. 188
"My Spanish Guitar," p. 200
"Orchestra Song,"(Quodlibet) (German) p. 201
"With a Hundred Pipers," (Scottish folk song) p. 202
"Songs Adapted from Peer Gynt," pp. 211-237

5. Films

Boy Of The Netherlands (11 min.) M
Dutch boy travels from his farm home by barge to Amsterdam. He shares life of the barge family and enjoys the sights of old and new Holland along the canal.

British Isles (11 min.) M-J-s
Provides a comprehensive survey of the area including England, Ireland, Scotland, and Wales. Surveys representative aspects of British life; interprets with animated drawings the geographical factors that have influenced this development; and emphasizes Britain's interdependence with the rest of the world.

British Trade and Industry (20 min.) M-J-s
In this region are seen combinations of factors that make large industrial regions. Coal, a principal resource, powers a variety of manufactures. From island seaports, goods are shipped all over the world. From Britain's large population, are drawn skilled workers needed in mills, factories and offices.

Children of Switzerland (11 min.) p-M-j
Portrays the influence of an Alpine environment upon the pastoral existence of the members of a typical Swiss family. Characteristic village, home and outdoor scenes reveal the frugal existance of a mountain people whose chief means of livelihood are their cattle.

France And Its People (14 min.) M-J
The surroundings, traditions, attitudes, and ways of earning a living in a single French family reveal many facets of life in France today. The blending of an old heritage and modern ways is shown in the grandeur of historic buildings in Paris, and the quiet of a Normany farm, fishing boats and ocean liners, a small shop and a large factory, war memorials, and a schoolboy's plans for his future.

5. Films (cont'd)

Laplanders (11 min.) M-J-s

Shows the Kallok family which lives above the arctic circle in its day's work, on the slow trek to the reindeer grazing grounds, and through the preparations for the long winter night.

Life In Norway (11 min.) M-j

Shows the day-to-day life in Norway. Also points up the geography and climate of the country and the resulting agriculture and industries.

Modern France: The Land and the People (10 min.) M-j-s

The France of today from the wheat field of Normandy to the barges on the Seine, including steel workers, grape growers, fishermen, and truck gardeners.

Our Shrinking World (10 min.) m-J-s

The development of many phases of transportation and communication through the ages. Develops an appreciation of the relative values of the factors stimulating progress. Emphasizes the necessity of appreciating the problems of all the peoples of a world in which we live closely together.

Peace-Loving Switzerland (16 min.) m-j

International importance of the country: agriculture; pottery making; Village of Thun; Lake Lucerne; Interlochen; scenery.

People of Spain (16 min.) M-J-s

Located at the gateway to the Mediterranean. Spain has had a long and eventful history. The influences of the past upon the people and their arts and customs are clearly evident, but there is also indication of modern industrialization, especially in the larger cities.

Scandinavian Lands: Norway, Sweden, Denmark (11 min.) M-j

An introduction to the geography, the people, and the life of the three Scandinavian countries - Norway, Sweden and Denmark. This film promotes an understanding of how the peoples of each country have utilized the resources of mountain, plain and sea in the development of agriculture, industry, trade, and recreation, resulting in one of the highest standards of living on the European continent.

Science and Superstition (10 min.) M

Intends to teach the scientific method in thinking. Students prove that the superstitions about the ground hog, the rabbit's foot, etc., are all inaccurate.

5. Films (cont'd)

Story of Dr. Jenner (10 min.) m-J-s

As the dread plague of smallpox advanced across Europe, Dr. Jenner, an English physician, tested and proved his theory of immunization through vaccination in defiance of vigorous opposition, and brought the scourge under control.

Story of Louis Pasteur (20 min.) m-J-s

Pasteur, a chemist, convinced that microbes are the cause of disease, crusades against methods used by doctors.

Vikings: Life and Conquests (17 min.) m-J-S

This film, porudced in Norway, surveys the period of history known as the Viking Age. It follows the Vikings to "the farthest corners of the known world as they raided, conquered, traded and discovered, and then stayed on to settle, colonize, and rule." The film illustrates the impact of the new and vigorous culture which the Northmen carried to Christian Europe; shows how the Vikings, in turn, were influenced by Christian ideas and customs.

Western Europe: An Introduction (11 min.) M-j-s

An introduction to the basic geographic concepts of eleven countries in western Europe. Presents the complexity of various countries, and peoples; the dense population; the careful and varied uses of the land in relationship to the climate; the importance of manufacture and trade and also the close link between the history and geography of Europe to the western world.

Western Germany: The Land and the People (11 min.) M-j-s

The industrial, agricultural, and commercial life of western Germany is shown in relationship to the dense population, natural resources, and relatively infertile soil of this area. The importance of coal, trade, and synthetic products in the industrial development of this country is shown against the background of its present-day economy.

Wind From the West (20 min.) M-j

Depicts the land of the Lapps in northernmost Sweden. By blending facts and fantasy the film tells the story of the nomadic Lapps, their traditions and mode of living.

6. Filmstrips

Amsterdam - The Netherlands
m-J-s
Depicts the background and the reasons for the growth of this city on the North Atlantic Ocean.

Bergen - Norway
m-J-s
Depicts the background and the reasons for the growth of this city on the North Atlantic Ocean.

British Trade and Industry
m-J-s
London is composed of many parts, connected by buses and underground railways. In its West End, we see theaters, hotels, and shopping centers; in the financial district, banks, insurance companies, export-import houses, and shipping lines - the backbone of an industrial nation. In Newcastle we see the coal mines and the ships and railroads transporting coal. Along the principal rivers of England, are heavy industries such as shipbuilding, machine shops, and textile mills.

Castle and Manor House
M
One of the series "The Story of Houses". Describes types of cottages and manor houses in England in the 16th century.

Cathedrals
m-J
Cathedrals in England, France, Germany, Spain, Italy and Austria - alternating text and picture frames.

Children of Holland
M
Shows activities on a farm such as getting milk ready for market and having breakfast. The children visit their uncle's mill. We also see the school, the games they play and market-day activities.

Children of Switzerland
M
Depicts the home activities of Swiss country people. Shows their clothing, work, and effect of the mountains on their way of life. The summer pasture, carrying hay, and making cheese is also shown.

Cities of Denmark
m-J-s
This filmstrip should help students to think geographically about other countries and their problems.

Cities of Norway
m-J-s
This filmstrip helps to overcome the barriers of international understanding by showing the pupils about the lands of our world, their resources, the people, and their problems.

Cities of Sweden
m-J-s
This filmstrip should help students to think geographically about other countries and their problems.

6. Filmstrips (cont'd)

Copenhagen - Denmark m-J-s
Depicts the background and the reasons for the growth of this city on the North Atlantic Ocean.

Denmark - The Land, the People, the Industries m-J-s
This filmstrip aims to help students to think geographically about other countries and their problems.

18th Century England j-S
Eighteenth century life, rulers, politics, famous buildings, etc.

Factories, Mines, and Waterways j-S
Alsace-Lorraine is a network of rails and waterways that link mines, factories, seaports. Much raw materials is transported by canal barge. The Captain of the Caducee and his family make their home on the barge, and routines of their life are seen. The coal taken to an iron and steel plant is coked for use in the blast furnace.

Faraday, Michael m-J-s
An artist's conception of various scenes from the life of the British scientist who made extensive experiments in physics and developed a complete theory of electricity.

Farmer-Fishermen M-J-s
In Northern Norway where mountainous land is not highly productive, people supplement the meager farm incomes with fishing. The men spend about four months of the winter at sea, and return to farming each Spring. Children take the cattle to graze in mountain pastures or saeters.

Finland m-J-s
This filmstrip aims to help students to think geographically about other countries and their problems.

Food For Paris Markets (Northern Rural France) m-J-s
Markets in cities like Paris draw on outlying farm areas for food supply. Such areas are made accessible by railways and highways. Feeding Paris are fisheries in Brittany, farming and dairying in Normandy, vineyards and wineries around Champagne. Activities and scenes in Paris are shown.

France In The New World m-J-s
Deals with early history of the United States up to 1760. French explorers and settlers in the United States.

France - The Country and Its People M-j
France is a center of culture, art, learning and also an important industrial country.

6. Filmstrips (cont'd)

French Children — M

We make friends with three French farm children, their home and school life and go on a holiday trip to the city.

Gothenburg - Sweden — m-J-s

Depicts the background and the reasons for the growth of this city on the North Atlantic Ocean.

Hansel and Gretel — P

The familiar story of Hansel and Gretel and the candy house.

Harvey, William — J-s

Before the 17th century and William Harvey's epoch making discovery, little was known about the heart, the veins, or the arteries. This pictures Harvey's contributions to the knowledge of how the heart functions.

Helsinki - Finland — m-J-s

Depicts the background and the reasons for the growth of this city on the North Atlantic Ocean.

Holland — M-J

Holland is a land of canals and flowers. Commerce and agriculture are the chief occupations.

Home Life in England — M

Shows how people live, their homes, their cities, and how boys and girls carry on their everyday activities. Most of the photographs are of London.

Home Life in France — M

Family life in Brittany with many scenes of farming and the fishing industry.

Home Life in Holland — M

Scenes of city, village, and rural life.

Home Life in Scandinavia — M

Scenes of rural and city life in Norway and Sweden.

Home Life in Switzerland — M

Shows life on a Swiss farm, mountain scenery, and recreation and sports in town.

If I Were Going to England — M

Shows English gardens, transportation, schools, changing of the guard, life in the city and country.

6. Filmstrips (cont'd)

If I Were Going to France M

Shows typical home and farm life, customs, and language, lacemaking, festival days, arts and crafts, markets, and city life.

If I Were Going to Norway M

Shows fiords, traveling by boat, home life, farm activities, winter work, skiing, Lapland, and whaling.

If I Were Going to Spain M

Shows homes and villages, countryside, donkeys, milkmen, cork, olives, and Spanish customs.

Industries of Norway m-J-s

This filmstrip aims to help students to think geographically about other countries and their problems.

Industries of Sweden m-J-s

This filmstrip aims to help students to think geographically about other countries and their problems.

Irish Children M

Portrays farm life in County Clare, western Ireland. Points out interesting features of home life. Gives an idea of the Irish countryside. Shows how Irish families dig peat from a peat bog.

Jenner, Edward m-J

Shows his early life, interests, and education. The story of smallpox vaccination.

Koch, Robert m-J-s

Shows his early life interests and education; his discovery of the tubercle bacillus.

Land and People of Norway m-J-s

This filmstrip aims to help students to think geographically about other countries and their problems.

Land and People of Sweden m-J-s

This filmstrip aims to help students to think geographically about other countries and their problems.

Land Behind the Dikes (The Netherlands) m-J

The Netherlands, with about one-half of the land area below sea level, is largely man-made. Reclamation continues constantly; building dikes, dredging, draining. Truck farming and dairy produce raised on polders are taken to markets and sold for home use and for export.

6. Filmstrips (cont'd)

Let's Look At a Painting m-J

A guide to the appreciation of art. Describes the roles of color, form, space, texture, tone, and line in painting.

Madam Curie and the Story of Radium m-J-s

Shows where Madam Curie was born, her early education, interests, etc. The information is excellent, but the film contains much text.

Michelangelo: The Sistine Chapel j-S

In May, 1949, Frank Lerner undertook one of the most difficult assignments ever commissioned by LIFE: to photograph in color the 10,000 square feet of the Sistine Chapel ceiling and the gigantic mural of the Last Judgment on the altar wall. Michelangelo's great frescoes, "the summation of the Christian tradition in art", were presented in full color for the first time in the Christmas issue of LIFE (Dec. 26, 1949)

Midsummer Night's Dream j-S

To be used for music appreciation and story background. This filmstrip interprets the story in keeping with the tradition and background of the music.

Mountain Farmers (Switzerland) M-J-s

Most farmers in Switzerland's Emmenthal Valley raise grains, fruits, and vegetables. On the high grassy slopes, herdsmen tend cattle all summer. They make cheese, and market it along with their surplus crops at village cooperatives. Mountain streams furnish power for factories and mills. Children, in school until harvest time, learn that in spite of different languages Switzerland is unified. We see farm families working indoors in the winter when the heavy snow provides winter sports for the Swiss and many visitors.

Nightingale, Florence m-J-s

Shows birthplace, early interests, education, etc., of Florence Nightingale. Shows her contributions to health and the importance of her achievements.

Nils and Gretel of Switzerland M

Children are taken on a series of visits to their little brothers and sisters in other parts of the world. They learn how other children live, how they play, how they are educated, what food they eat, what clothes they wear.

6. Filmstrips (cont'd)

The Norsemen m-J-s

This strip consists of a sequence of maps showing the great movements of this age in relation of their geographic backgrounds. Shows the homeland of the Norsemen, how they are established and their explorations through Russia and to Constantinople, around Europe into the Mediterranean and across the North Atlantic.

Norwegian Children M

Portrays farm life on a fiord in western Norway. Indicates the importance of diary agriculture to Norway. Shows a Norwegian village with its cooperative dairy. Depicts an evening festival.

Ole and Olga of Norway M

Children are taken on a series of visits to their little brothers and sisters in other parts of the world. They learn how other children live, how they play, how they are educated, what food they eat, what clothes they wear.

Oslo - Norway m-J-s

Depicts the background and the reasons for the growth of this city located on the North Atlantic Ocean.

Paris M-J

A tour of the famous sights of Paris, the capital of France.

Pasteur, Louis m-J-s

Even in his lifetime, Louis Pasteur was almost a legendary figure. He was a scientist who discovered things in his laboratory, and then demonstrated the things he had learned.

Peer Gynt m-J-s

Roguish Peer Gynt's story includes the escapades and events which give background to Grieg's music. In this fresh and vivid picturization special emphasis is given to his encounter with the imps in the hall of the Mountain King.

People, How They Bathe, At Bedtime. M

Part 1 tells the various cleanliness habits of these twelve countries. Part 2 shows different sleeping habits, due to climatic conditions and superstitions.

People, How They Shop, Their Kitchens M

Part 1 shows that some people shop every day, others once a month. Part 2 shows how they cook, what they eat.

6. Filmstrips (cont'd)

People, How They Study, At Home M
Part 1 shows how they learn. Most commonly taught subjects are the three R's and history and geography. Part 2 shows how they spend their time when the work is done and before retiring.

People, Twelve Families, How They Farm, Their Food M
The twelve families are typical farmers in Japan, China, Pakistan, Egypt, Equatorial Africa, Czechoslovakia, Italy, Germany, France, England, Mexico, U.S.A. Shows the various ways in which they farm, and the different types of food they eat.

People, How They Get Around, How They Worship M
Part 1 depicts their modes of travel. Part 2 tells the ways in which five different faiths worship.

People, How They Play, Their Laundry M
Part 1 shows how they relax and enjoy themselves, their ideas on entertainment. Part 2 shows the way in which they wash clothes, depending on their source of water, and customs, availability of soap, etc.

Po River Valley m-J-s
Varied crops are grown on the farms irrigated by mountain streams which also supply cheap electricity for industry. Valley residents work in the region's textile, steel, and automotive plants. We see farmers selling their milk and cheese at market places where they buy city-made goods.

Ports of Industrial Scandinavia (Sweden) m-J-s
As Sweden's ports on the Gulf of Bothnia are frozen all winter, ice breakers carry raw materials from northern ports, taking on forest products at Sundsvall; steel and steel products at Gavle. We see ships unloading in Stockholm, with its many industries, such as woodworking, metal, glass, and pottery. Water power is used extensively in generating electricity for mills.

Spain M-J
Travel through important cities of Spain. Agriculture is chief industry.

Spanish Children M
Portrays a day in the life of the Sanchez family on a Spanish farm. Mother and Luisa tend to the household duties while Father and Juan take grain to the city market.

6. Filmstrips (cont'd)

Stockholm - Sweden m-J-s

Depicts the background and the reasons for the growth of this city on the North Atlantic Ocean.

Sweden M-J

Travel scenes from throughout Sweden showing main industries.

Switzerland M-J

Travel scenes from throughout Switzerland showing main industries and cities.

Western Europe Rebuilds j-S

A survey of recovery in the Marshall plan countries in 1949.

World Trade In the Air Age m-J

Shows how countries exchange goods for money and increase prosperity all over the world. Excellent maps.

7. Slides

2 x 2 Kodachrome

Art

20 The Three Kings - Brueghel
21 The Wedding Dance - Brueghel
23 Morning at the Lake (Spring) - Corot
30 Holy Night - Correggio
24 The Dancer - Degas
37 Holy Family - Michelangelo
38 Modonna of the Chair - Raphael
39 Sistine Madonna - Raphael

France

171 Artist Paints Notre Dame - Paris
172 Notre Dame Cathedral - Paris
173 Steeple - Gargoyles, Notre Dame
174 "Thinker" - Tower of Notre Dame
175 Seine River from Notre Dame
176 Barge on the Seine, Paris
177 Artists Along the Seine
178 Swimming in the Seine River
179 Street Entertainers - Paris
180 Strolling Past Book Stalls

7. Slides (cont'd)

2 x 2 Kodachrome

Maps - Economic

201 Wheat
202 Corn
203 Cotton
204 Sugar
205 Potatoes
206 Tobacco
207 Fruit
208 Forests
209 Dairy Products
210 Hogs
211 Beef Cattle
212 Sheep
213 Iron Ore
214 Coal
215 Petroleum
216 Mineral Deposits
217 Water Power
218 Navigable Waterways
219 Railways
220 Air Routes

Maps - Outline

231 Europe
235 Eurasia
236 Mediterranean Area
237 The World

Norway

101 Farmer and Farm House
102 Feeding Goats, Rural District
103 Huts
104 Mountain Lakes and Snow-Covered Mountains
105 Log Cabins in Mountains
106 National Costume
107 Rural Scene
108 Skiing

8. Study Prints

Art (Artext)

English

The Blue Boy - Gainsborough
Pinkie - Lawrence
The Cornfield - Constable
The Fighting Temeraire - Turner

8. Study Prints (cont'd)

French

Spring - Corot
Dance of the Nymphs - Corot
The Gleaners - Millet
Going to Work - Millet
The Laundress - Daumier
Madame Charpentier and Children - Renoir
The Blue Vase - Cezanne
Chestnut Trees - Cezanne
Cornfields in Province - Van Gogh
Sunflowers - Van Gogh
Summer - Rousseau

German

The Squirrels - Durer

Italian

Mona Lisa - Da Vinci
Sistine Madonna - Raphael
Madonna of the Chair - Raphael
Holy Night - Correggio

Netherlands

Winter - Brueghel
Baby Stuart - Van Dyck
The Jester - Hals
The Laughing Cavalier - Hals
The Night Watch - Rembrandt
The Cook - Vermeer
Avenue of Trees - Hobbema

Austria (ICP)

1-48 and manuals

British Isles (ICP)

1-47 and manuals

Clothing In Other Lands (Inf)

3 Dutch
4 Swiss
5 Swedish

8. Study Prints (cont'd)

Clothing Long Ago (Inf)

5 Elizabethian Costume
8 Early Clothing of 19th Century

Coming of the Machine (Inf)

7 Hargreaves' Spinning Jenny
8 Arkwright Spinning Frame
9 Crompton's Spinning Mule
11 Early Textile Mill - Carding and Spinning
12 Early Textile Mill - Power Loom Weaving
43 Division of Labor in the Home Workshop
44 Division of Labor in the Modern Factory
46 Going to Work in Early Factory Days

Conservation of Human Resources: Health (VCS)

1 Health Officials
3 An Ounce of Prevention
11 Microbe Hunters at Your Service
12 The Hospital Equipped for any Emergency
13 The Health Clinic Comes to the People
14 Health Officers and Food Workers Cooperate
15 Keeping Diseases Out of the Country

England (Perry Box XIV)

1-14

France (Perry Box IV)

1-14

France (ICP)

1-48 and manuals

Germany (ICP)

1-48 and manuals

Germany (Perry Box V)

1 Albert Durer's House, Nuremberg
2 Cologne Cathedral
3 Heidelberg Castle
4 Herrnhut, Saxony
5 Statue of Frederick William III, Berlin

8. Study Prints (cont'd)

Germany (Inf)

1-48

Holland (Perry Box V)

1-4

Holland (Comp)

1-10

Laplanders (Perry Box XIV)

1-8

Music - Illustrated Symphonies (Cape)

1 Toccata and Fugue in D Minor - Bach
2 The Raindrop Prelude - Chopin
3 Finlandia - Sibelius
4 LaVie de Boheme - Puccini
5 Hallelujah Chorus - Handel
6 Scheherezade - Rimsky-Korsakow
7 The Magic Flute - Mozart
8 Symphony No. 5 - Beethoven
9 The New World Symphony - Dvorak

Musicians-Composers (Perry Box VII)

1 Bach
2 Beethoven
3 Brahms
4 Chopin
5 Gounoud
6 Grieg
7 Handel
8 Haydn
9 Liszt
10 Mendelssohn
11 Mozart
12 Paderewski
13 Rossini
14 Schubert
15 Schumann
16 Tschaikowski
17 Wagner
18 Verdi

8. Study Prints (cont'd)

   The Netherlands (Inf)

      1-48

   The Netherlands (ICP)

      1-48 and manuals

   Norway (ICP)

      1-48 and manuals

   Norway (Perry Box V)

      1-8

   Scotland (Perry Box XIV)

      1-4

   Spain (ICP)

      1-48 and manuals

   Spain (Perry Box V)

      1-12

   The Story of Textiles (Inf)

      1-8

   Sweden (ICP)

      1-48 and manuals

   Switzerland (ICP)

      1-48 and manuals

   Switzerland (Inf)

      1-48

   Switzerland (Perry Box V)

      1-10

9. Museum Articles

Vase (English)
Man in Native Costume (French)
Woman in Native Costume "
Doll-Boy in Native Costume (Holland)
Girl in Native Costume "
Costumes - Boy (authentic) "
Costumes - Girl (authentic) "
Wooden Shoes (large) "
Coin collection from Germany, Switzerland, Netherlands, France, Norway, England
Doll - Grandfather in Farming Costume (Norwegian)
Stamps: Mounted Outline Maps (22 x 19). Lines run from stamps to countries to which they belong.

a. Introduction to Countries of World
b. Events in European History
c. Native Names of European Countries
d. The British Empire

Dolls - Boy and Girl in Kilts (Scotch)
Dolls - Man and Girl in Native Costume; Pin (Swedish)

GRADE SIX -- UNIT V -- LIFE IN EASTERN EUROPE

PURPOSE

From the countries of Eastern Europe have come many ot the people who now live in our United States. They brought with them the skills of farmers, the music and crafts of their homelands, a thirst for learning and knowledge, and a strong love of freedom. Among the first were Pulaski and Kosciusko during the American Revolution.

Eastern Europe has had many outstanding scholars and artists. Copernicus and Madame Curie were great scientists. Franz Liszt and Tschiakowski were great composers and musicians.

Throughout history the peoples of these countries have worked hard to be independent and to be free. However, in recent years as they have been under communist rule, it has been difficult for us to really know much about them and to be friends.

A thoughtful study of these countries should help boys and girls to:

1. Grow in their appreciation of the cultural contributions made by people of Eastern Europe in music, crafts, and science.
2. Promote a better understanding of the relation of climate, resources, and topography in the development of a nation's strength.
3. Recognize the difference between the concept of democracy and communism.
4. Realize that our country has become a new homeland for many of these people, and that they have brought worthwhile interests and talents to share with us.

PROBABLE TIME: 4 - 5 weeks

SUGGESTED APPROACHES

1. Display a bulletin board based on pictures and articles from the papers about the countries of Eastern Europe. Use this to find out what the children already know about these countries.

2. Read to them "Nicholaus Copernicus" from Bolton's Famous Men of Science, and discuss the importance of his contribution to science.

3. Some children may have visited International House in Detroit. Tell about their Christmas Festival, their dances, crafts, cooking, and costumes.

4. Teach the children to dance the Troika, a Russian folk dance. (We Sing, p. 114). Use this to introduce the study of Eastern Europe.

5. Show the film, Mary Visits Poland, and use the discussion to develop an interest in finding out more about the Soviet Union.

SCOPE

1. What is the Soviet Union like?
    a. A very large country located partly in Europe and partly in Asia.
    b. Five natural regions are found here which greatly influence the way the people live.
    c. People of different races live in the Soviet Union, and their language, customs, and interests differ greatly.

2. What events in Russian history led to the present form of government?
    a. The land was first ruled by hordes of Mongols.
    b. Under the Czars, the people lived as serfs, and with little freedom.
    c. After the people revolted, a few gained control and organized the present form of government.

3. What has happened to the people under communism?
    a. People are taught what to think and do, and are not free to choose where they will work.
    b. The government owns the farms and industries. The people thus work for the government, not themselves.
    c. Freedom of speech is not permitted, and people are discouraged from going to church.
    d. The education of children is planned and heavily supervised by the government.
    e. People have little to say about their government or their leaders.

4. What countries have come under the control of the communists and what assets do they have which the Soviets desire?
    a. Poland
        (1) mountain regions rich in iron, lead, silver, and coal
        (2) valuable lumber industry
        (3) fertile farms which grow good crops
        (4) woolen, cotton, linen, and rayon textile industries
        (5) industries producing steel products and electric power

- b. Czechoslovakia
  - (1) mineral resources - coal, iron, clay for pottery, sands for glass
  - (2) farm land for crops and cattle
  - (3) forests
- c. Hungary
  - (1) farms and farm products
  - (2) sugar, leather, textile, iron, and steel industries
- d. Balkan Countries
  - (1) the railroads and the Danube River offer transportation crossroads
  - (2) area is rich in oil, gold, copper, iron, coal, and lead.
  - (3) agriculture as chief industry provides wheat, corn, fruit, cattle

5. What famous people have lived in these countries of Eastern Europe?
   - a. Scientists
     - (1) Madam Curie
     - (2) Copernicus
   - b. Patriots
     - (1) Kosciusko
     - (2) Pulaski
   - c. Musicians and Composers
     - (1) Chopin
     - (2) Dvorak
     - (3) Smetana
     - (4) Lehar
     - (5) Liszt
     - (6) Paderewski
     - (7) Tschaikowski
   - d. Scholars
     - (1) Huss
     - (2) Pulitzer
     - (3) Comenius
   - e. Artists
     - (1) Kandinsky
     - (2) Kokoschka

POSSIBLE ACTIVITIES

Group

1. Make an outline map of the Soviet Union, showing the five natural regions. Use symbols to show the various natural resources and where they are found.

2. Make a large wall chart listing the differences in the way people live under communism as contrasted to a democracy.

Group (cont'd)

3. Learn how to do some of the folk dances - troika, varsovienne, cshebogar.

4. Draw a frieze showing the native costumes of the people of Eastern Europe.

5. On a map of Eastern Europe, show where different people settled in Eastern Europe, and from where they came.

6. Make a mural illustrating the contributions to science made by Madam Curie or Copernicus.

7. Write a play on the life of Peter the Great.

8. Make a chart showing the musicians and composers of Eastern Europe, the instrument they played, and compositions they wrote.

9. Prepare a program on the cultural contributions made by people from these countries. Include music, dance, crafts, and science.

10. Find out all you can about communism, and make a list of its weaknesses as a way of life.

11. Study the art of Kandinsky (1866-1944) whose non-objective art is represented by the colorful tapestry which hangs on the teakwood wall at the east end of the main reading room of the Grosse Pointe Central Library. This is an Aubusson tapestry based on a painting called "On a Black Background" by Wassily Kandinsky. Of his work Kandinsky said, "The observer must learn to look at the pictures... as form and color combinations....as a representation of mood and not as a representation of objects." Kandinsky was one of our leading artists in the development of abstract painting.

12. Play the New World Symphony (Symphony No. 5, in E minor) by Dvorak (Al. 8). Have children follow the melodies in each movement as they are given in Music Everywhere, pp. 100-101.

13. Discuss with children that music is often inspired by the natural world about the men who write music. Listen to the recordings of The Moldau by Smetana, Blue Danube by Strauss, or the Song of the Volga Boatman.

14. Stringed instruments were popular with the peoples in these countries. Have children in the class who play violin learn the violin obligato to "Gypsy Violin", Music Everywhere, p. 83, and accompany the class while they sing this Hungarian tune.

Group (cont'd)

15. Have class compare gypsy music of Russia and Hungary by listening to "The Gypsy's Song" (Russian) and "Gypsy Violin" (Hungarian) as recorded on Songs From Far Lands.

16. Have members of the class plan a ballet to sections of Ballet Music from Prince Igor.

17. Study the life of Chopin, and have members of the class either play one of his melodies on the bells or piano or locate a recording of his music to be played for the class.

Individual

1. Make a book cover for collection of materials and special interest activities carried on during the study of the unit. Suggested materials for a book cover are fabric, finger-painted paper, designed wrapping paper, wallpaper, or marbleized paper. Lettering processes could be employed in book-making.

2. Make and keep a scrapbook with reports, pictures, maps, and charts based on what you have learned.

3. Construct a timeline showing the history of Russia.

4. Make a products graph showing the items made in Soviet Russia, and the quantity of each.

5. Begin a stamp collection and show your collection to the class.

6. Dress some dolls in costumes of the countries of Eastern Europe.

7. Make a musical instrument - the balalaika.

8. Imagine that you are on a visit to Rusia. Write a letter home telling about the people, the climate, the resources.

9. Make a products map for the satellite countries.

10. Compile a vocabulary list of all the words new to you in this unit.

11. Learn to play a composition by a composer from Eastern Europe, and play it for the class.

12. On a visit to the Detroit Institute of Art, look for the painting by Oscar Kokoschka (1886-) called View of Jerusalem. This painting is 31½"x 50½" and was given to the Institute by the Founders Society in 1935. The Detroit Institute of Art also owns a 15th century Russian painting which you will enjoy seeing. It is called St. George and the Dragon.

USABLE MATERIALS

1. Basic Reference:

Hamer and others, Exploring the Old World

2. Sets of Books

	Reading Level
Barrows and others, Old World Lands "The Soviet Union," pp. 104-137 "Between East and West," pp. 261-295	6
Betts, E., Adventures Now and Then "Radium Treasure," pp. 324-331	6
Johnson and Jacobs, Adventure Lands "The Wedding," pp. 189-198	6
Tiegs and others, Your World and Mine "Soviet Russia: The Land and the People," pp. 270-287	6
Thralls, World Around Us "Heart of Eurasia," pp. 305-319 "Bitter Lands of the Far East," pp. 320-323 "Endless Horizons of Eurasia," pp. 345-359	7

3. Library Books

Ames, M., Homelands The backgrounds of people who have settled in America.	6-9
Atwood, W., Visits In Other Lands On life in the Steppes. Pp. 45-64	4-5
Atwood, W., Nations Overseas An old geography. Pp. 231-234, 238-275, 300-328	6-7
Barrows, H., Europe and Asia Another old geography. Pp. 150-162, 238-263	6-7
Bartusek,L., Happy Times in Czechoslovakia Emphasizes the folk customs and festivals.	3-5
Bauer, M., How Music Grew Includes music and composers of Russia.	7-12
Bodley, G., Old World Continents A 1946 geography.	6
Beim, L., Igor's Summer On farm life.	3-5
Boer, F., Igloos, Yurts, and Totem Poles Life and customs of thirteen peoples around the globe.	4-7
Bolton, S., Famous Men of Science Copernicus, the Polish scientist. Pp. 1-10	6-9
Brigham, How the World Lives and Works Stressing the resources and economic needs of nations.	5-7

3. Library Books (cont'd)

	Reading Level
Carls and others, Neighbors Across the Sea Russia, Poland and Czechoslovakia.	6
Carpenter, F., Tales of a Russian Grandmother Fairy tales based on Russian folklore.	4-6
Cavanah, F., We Came to America Eastern Europe.	6-8
Cohn, N., Little People in a Big Country Children artists of Russia.	2-5
Collins, H., Europe and the U.S.S.R. Colored pictures and maps with story of the geography of European countries.	4-6
Cottler, J., Heroes of Civilization Stories of Copernicus and Curie.	5-9
Chapman, H., The Story of Our Early Ancestors A history of Russia. Pp. 236-248	6-8
Cordier, R., History of World Peoples An account of the Russian people. Pp. 182-209	5-8
Cross, D., Music Stories for Girls and Boys The story of the Nutcracker Suite by Tchaikowsky. Pp. 114-116	5-6
Cutright and others, Living Together in the Old World A modern social studies text. Pp. 400-423	6
Eaton, J., Leaders In Other Lands Detailed and human story of Madam Curie.	4-6
Jones, S., Geography and World Affairs A 1950 geography.	6-8
Gordon, D., Around the World in Song The stories behind the music from Hungary and Russia. Pp. 48-55, 68-71	3-6
Hall, J., Viking Tales Older stories.	4-6
Harper, T., His Excellency and Peter The story of old Russia and Peter the Great.	7-9
Hillyer, V., A Child's History of the World Contains a brief story of Peter the Great.	5-8
Houghton, L., The Russian's Grandmother's Wonder Tales Stories told in Vienna some twenty years ago.	4-6
Jacobi, E., The Adventures of Andris A Hungarian rural setting during World War I.	4-6
Karrik, V., Animal Picture Tales from Russia Collections of legends, and stories about animals.	2-4
Kelly, E., The Land of the Polish People Recent developments about the people of Poland.	5-9
Kelly, E., The Blacksmith of Vilno A story of Poland in 1832.	6-9
Kelty, M., Other Lands and Other Times Stresses the culture and languages of the Russians. Pp. 305-306, 379-380	5-7
Kolevzon, E., Our World and Its Peoples Good modern social studies text.	6

3. Library Books (cont'd)

	Reading Level
Lowsnberry, E., Marta, the Doll Farm life and festivals in Poland.	5-7
Mazer, S., Masha: a Little Russian Girl Story about a little Russian girl and her family.	6-8
McClure, C., The Background of Modern Nations Backgrounds of Russia, Poland, Czechoslovakia and Yugoslavia. Pp. 300-340, 365-385	7-8
McConathy, O., Music Highways and Byways Contains stories, illustrations and folk songs.	6-8
Miller, E., Children of the Mountains Eagle Story of herding goats in Albania.	5-8
Miller, W., The Young Traveler in Russia A visit by air and the adventures by a pair of twins in Russia.	6-8
Moore, C., Building Our World Emphasizes human relations. Pp. 356-383	5-7
Nazaroff, A., Land of the Russian People Emphasizes the work,interests and problems.	6-9
Peck, A., Young Americans from Many Lands About Czech children living in Chicago. Pp. 84-111	4-6
Pogany, N., The Hungarian Fairy Book Fairy tales.	5-6
Prokofieff, S., Peter and the Wolf A Russian fairy tale with its musical motifs.	3-5
Purnell, I., Why the Bee Is Busy Rumanian fairy tales.	4-6
Riely, O., Your Art Heritage Kandinsky and kokoschka.	6-10
Riwkin and Brick, Elle Kari A story about the Lapps.	4-7
Rozanov, S., The Adventures of Misha Story of a Russian boy living on a farm.	3-5
Scholes, P., The Complete Book of Great Musicians Includes biographies of Chopin and Tchaikowsky.	6-9
Scobey, K., Stories of Great Musicians Includes Frederic Chopin.	6-9
Seredy, K., Good Master A story of the people of the Hungarian plains.	6-7
Seredy, K., The Singing Tree The story of family life in Hungary.	5-7
Seredy, K., White Stag Based on the legendary founding of Hungary.	6-9
Shapavalov, M., Let's Read About Russia A contemporary account of the Soviet Union with excellent photographs.	5-6
Snyder, L., The First Book of the Soviet Union The author explains clearly and simply what communism is, how a communist society is run and what it is like to live in such a society.	6-9

3. Library Books (cont'd)

	Reading Level
Sorensen, C., A World View An excellent text in geography around the world.	6-9
Spencer, C., The Land of the Chinese People Brings out recent relationship of Russia and China.	5-9
Stefansson, E., Within the Arctic Circle Describes those countries which lie within the Arctic Circle.	5-8
Sterne, E., We Live to be Free Discusses the philosophy of communism.	7-9
Wallace, J., Getting To Know Poland The complex history of Poland, its geography, customs and educational system.	4-6
Wallace, J., Getting To Know The U.S.S.R. The geography, history and customs of the U.S.S.R.	4-6
Wanamaker, P., Short Stories of Famous Women Madam Curie. Pp. 248-255	4-6
Wheeler, O., Frederic Chopin, Early Years The life of this famous composer.	4-6
Wheeler, O., Frederic Chopin, Later Years A continuation on the life of Chopin.	4-6
Williams-Ellis, A., Men Who Found Out Includes the life of Madam Curie. Pp. 208-224	6-9
Yershov, P., Humpy Fairy tales translated from the Russian.	3-6

4. Song Books

Armitage and others, Music Everywhere
"The Gypsy's Song," p. 54
"Over the Meadows," (Czechoslovakian) p. 82
"Gypsy Violin," p. 83
"Mother Volga," p. 84
"Minka," p. 84

Armitage and others, Our Land of Song
"The First Star," (Paderewski) p. 29
"Where Is John," (Round by Smetana) p. 23

Armitage and others, We Sing
"Gypsy Dancer," (Hungarian) p. 15
"Russian Cradle Song," p. 26
"Autumn," (Czechoslovakian) p. 27
"The Volga," (Russian) p. 34
"Quite Different," (Polish) p. 36
"A Gay Waltz," (Chopin) p. 49
"Kolyada," (Russian carol) p. 50
"Johnny Went A-Fishing," (Czechoslovakian) p. 84

4. Song Books (cont'd)

Armitage and others, We Sing (cont'd)
"Sing With Me," (Czechoslovakian) p. 66
"Russian Dance," p. 84
"Invitation," (Czechoslovakian) p. 89
"Different Dances," (Polish) p. 90
"Cshebogar," (Hungarian Dance) p. 106
"Varsovienne," (Polish Dance) p. 108
"Troika," (Russian Dance) p. 114
"Spring Song," (Chopin) p. 145

5. Films

Farms and Towns of Slovakia (20 min.) M-j-s

Slovakia is dependent on the Danube for communications. River cities are becoming industrialized. Peasants in regions at the foothills of the Tatras are farmers. Families work the fields together, and share in home tasks.

Mary Visits Poland (10 min.) M j

This film is narrated by an American girl who tells her classmates about a trip to Poland to visit her grandparents' farm. She describes the villages, the colorful native costumes, the customs of the people, and a wedding. We hear briefly about some of the cities, including Lowicz, Krakow, Zakopane, and Gdynia, and see something of the splendid Polish scenery.

Peoples of the Soviet Union (22 min.) m-J-s

This film pictures the many racial groups which make up the Soviet Union. It required many years of photographic expeditions, and covered more than 150,000 miles of travel. It begins with the people of Moscow and Leningrad and then, in quick succession, the following pictures of the Karelians, the Armenians, the Georgians, Tartars, the Buryat-Mongolians, the Jews, the Ukranians, the Uzbeks, and others.

Poland: Land Under Communism (16 min.) J-S

Examines the forces that are shaping Poland's economy, relates Poland's geographic position to its role in the world today, documents the lives of representative Poles, describes some of the objectives of Poland's Communist rulers, and emphasizes the desire of the Polish people to maintain relations with the "West".

6. Filmstrips

Clever Manka M

Clever Manka is an adaptation of a world-famous folk tale, done by photographing puppets which act out the story. The puppets, photographed without strings, were chosen as the photographic medium for these stories because they are less realistic than human actors, hence well-adapted to folk tales.

Farms and Towns of Slovakia m-J-s

Slovakia is dependent on the Danube for communications. River cities are becoming industrialized. Peasants in regions of the foothills of the Tatras are farmers. Families work the fields together and share in home tasks.

The Firebird M-j-s

Music story told in color and by line drawings. Can be used with any available recordings. Correlation of filmstrip frame with musical composition.

Poland, A Troubled Nation M-j

Brief history of the country. Modern problems of trying to be a independent country in the Soviet block.

7. Study Prints

Christmas in Many Lands (Inf)

Map	
13	Czechoslovakia
14	Hungary

Clothing (VCS)

28	Veiled Women
35	Sunday and Everyday
36	European City Dress, Budapest
37	Wedding Dress in Slovakia

Musicians (Box VII)

4	Chopin
11	Liszt
17	Tschaikowski

7. Study Prints (cont'd)

Musicians (Box VIII)

10 Chopin
21 Liszt
32 Paderewski
35 Rubinstein

Russia (Perry Box V)

1-4

Shelter - Primitive Homes (VCS)

3 Homes of Felt

Soviet Union (Inf)

1-28

8. Museum Articles

Doll - Man in Native Costume - Hungarian
Doll - Woman in Native Costume - "
Costume - Blouse - "

GRADE SIX -- UNIT VI -- NATIONS OF ASIA

PURPOSE

Asia is a vast continent which we have often not understood as well as our European neighbors. Asia presents tremendous contrasts in its countries, people, and land and climate which makes it difficult to comprehend. At present the continent of Asia seems to be undergoing some sweeping changes. In the world Asia is assuming a position of ever-increasing importance.

Through this unit boys and girls should develop:

1. A realization that by studying Asiatic people and their ways of life we can better understand them.
2. An appreciation of the civilization of the East realizing that they too have made important contributions to the knowledge and progress of all peoples of the world.
3. An understanding of many important facts about the natural resources, varied climatic conditions, and physical features of Asia which underlie some of the problems and conditions of Asiatic people.
4. An awareness that important changes are now taking place in Asia due to greater contacts with Western civilization and yet understand that the problems of Asia cannot be solved immediately for they require time, hard work, cooperation, and courage.

PROBABLE TIME: 5 - 6 weeks

SUGGESTED APPROACHES

1. Take advantage of current information displayed in newspaper or magazine articles concerning many countries in Asia. Post suitable material on the bulletin board so that boys and girls will become aware of Asia's importance in world affairs.
2. Use one of the following three films (depending on which country is to be the first in the unit)
    a. Children of China
    b. Children of Japan
    c. Family of India

    Each of these films shows the daily life of a middle class family in its respective country. Each discusses generally the family's customs, work, dress, transportation, and play. Boys and girls will be able to compare their own living standards with those shown in the film.

3. Begin reading to the class from one of these books well enough in advance of starting the unit so that boys and girls are caught by their interest of these stories.
    a. Buck, P., The Big Wave
        A Japanese story of a village hit by a tidal wave.
    b. Chrisman, A., Shen of the Sea
        Consists of sixteen folk tales of China.
    c. Kipling, R., The Jungle Book
        Seven wonderful tales of India.
    d. Lewis, E., Ho Ming, Girl of New China
        The story of a Chinese girl caught between tradition and superstition of the past and the ideas of today.

4. Show the filmstrip Houses Around the World. Here is an excellent start through architecture of a Chinese house, a Japanese house, and a hut house used in the Phillipines.

SCOPE

1. Of what importance are Asiatic countries to the United States?
    a. Asia's problems are only hours away from us due to modern transportation and communication.
    b. Asia is the largest continent with more than half of the world's population.
    c. Asia has rich stores of undeveloped natural resources.
    d. Asiatic countries are now taking an active part in world affairs.
    e. Asiatic countries face many problems, among them the choice between the democratic and communistic way of life.

2. From what gifts of Asiatic culture do we benefit?
    a Respect for the educated person.
    b. Respect for formal etiquette.
    c. Invention of movable type.
    d. Our number system obtained from India.
    e. Use of paper, gunpowder and silk.
    f. Beautiful chinaware and porcelain.
    g. Architectural style of many furnishings.
    h. Excellent art, music, literature, and handicraft.

3. What problems are the Asiatic countries trying to solve?
    a. Poverty with its lack of food, clothing, housing, and medical care.
    b. Lack of education. Its few schools give only a very limited opportunity for many.
    c. Natural resources need developing.

- d. Industrial methods and machinery are not available. In many cases new methods are not acceptable to the people.
- e. Land reforms have been needed in the breakdown of the feudal lords.
- f. Developing better transportation and more new roads.
- g. The caste system.
- h. Developing more productive farming methods.
- i. Development of electrical power and better irrigation.

4. What religions other than Christianity play an important role in Asiatic people's lives?
    - a. Hinduism.
    - b. Buddhism.
    - c. Mohammedanism.

POSSIBLE ACTIVITIES

Group

1. Make a large wall map of Asia showing areas studied. Emphasize either the political or physical features.

2. Have a class fair exhibiting products of Asiatic countries used in the United States.

3. Encourage the boys and girls to collect pictures or display costumes of Asiatic countries. Discuss reasons for the great contrasts in clothing between Eastern and Western civilization.

4. Find out as much as you can about the foods eaten by the people of Asia. Try to find an opportunity to eat some of them such as curry or chow mein. Boys and girls may also like to make chop sticks and bowls for a lunch at school of oriental dishes. Emphasize the changes of Japanese etiquette.

5. Divide the class into groups and have each one dramatize some country in Asia by acting a scene to show how its people live and work. Let the other groups guess the country being described.

6. Obtain samples of Japanese and Chinese writing and let boys and girls discover and practice how intricate their writings are.

7. Make population charts or maps, comparing Asia with the United States to show the great population of Asiatic countries.

8. Find out about "the wonders of Asia", such as the Taj Mahal, the Great Wall of China, and the Burma Road, etc.

9. Keep a list of Asiatic customs which seem queer to us. Have boys and girls do research to find reasons for the things that seem strange.

10. Draw pictures of the architecture styles of homes and churches found in various Asiatic countries.

11. Make two lists of food. One list of food should include typical foods which members of the class eat. The second list should include the foods which many Japanese eat. Find reasons why the Japanese have a much more limited diet.

12. Listen to some records of Oriental music. Find out why Oriental music sounds so much different from American music. What kinds of musical instruments are used in Oriental music?

13. Sing the song "Twilight Falls in China". After listening to the recording, the boys and girls can play this tune on their flutophones (those who have them), while the others sing.

14. The children can make melody instruments from bamboo or willow when it is explained that the holes made in the hollowed-out bamboo stalk or willow branch change the pitch when blown, as the holes are covered and uncovered. The bamboo flute was one of the earliest instruments.

15. Take a trip to the children's museum of the Detroit Institute of Arts. In the Institute of Arts ask the guide to take you to the Oriental room. You will want to see the large beautiful blue-green Celadon vase which was made in China during the 12th century. This was long before fine ceramic wares were being made in the Western world. This is said to be the finest example of its kind in America.

    You will also see Chinese sculpture, paintings and ink drawings, Korean and Japanese painting. There is an interesting copper statue made in India and also paintings from India.

Individual

1. Boys and girls can obtain much information about current and past leaders of Asiatic contries, especially such personalities as Confucius, Emperor of Japan, and Gandhi, etc.

2. With the help of the physical education consultant, a boy can demonstrate in a physical education class some very simple jujitsu holds. Emphasize why the Japanese people invented this skill.

3. Keep a vocabulary list of new words found in this unit. Be sure you can use these words correctly.

4. An individual with a stamp collection could report on stamps from Asiatic countries.

5. Interested students might bring in handicrafts from Asiatic countries especially showing the various forms of needle work design and clothing apparel.

6. Make a model of a Japanese home placing emphasis on the color, design, furniture, texture, and adaptability of one room for many purposes.

7. Make models of various types of boats found in waters around Asia such as junks and sampans.

8. Read and report to the class on folk tales of Asiatic countries.

9. Find out what you can about art of flower arrangement. Japanese flowers may be brought in and this art practiced.

10. An individual may read about the 1953 conquering of Mt. Everest and report on it to the class.

11. Study the description of the pentatonic scale (used by the Chinese) which is given in Our Land of Song, p. 173. Describe the difference between the pentatonic scale and our present day major scale. Write the two scales. Play the two scales on the melody bells or piano.

12. Play one of the Asiatic songs for the class on the auto harp. In many respects this resembles one of the ancient instruments of this area.

13. If you are planning a tea party you may want to make decorations for example, Japanese lanterns. Make open work design in a sheet of black or bright colored construction paper. Cover the openings with transparent colored tissue or thin paper painted with water colors. Then form the lantern with your designed sheet of paper. Attractive lanterns can also be made by pleating colored paper. Decorative cuts can be made in the pleats.

    Boys may prefer to paint large decorative kites using fish, dragons, birds, or any type of design as a motif. If you wish to make kites that will fly more detailed instructions will be needed.

14. Shadow puppets were known early in Chinese history. They were used in Java as early as the 10th century. A shadow play can be very entertaining and provide a fine project to culminate this unit of study.

    One form of shadow play can be made by painting scenes on a long strip of white wrapping paper with transparent water colors or with crayons which are applied heavily then ironed on the reverse side for transparency. The strip is operated on rollers behind a simple puppet stage. The characters are flat cardboard figures operated on the end of sticks against the transparent screen illuminated from behind.

15. Flower arrangement in the Western world is a comparatively recent art, but in the Orient it goes back many hundreds of years. In Japan the art of flower arrangement has been held in high esteem for centuries. As far back as the 17th century the Japanese were holding competitive exhibitions in the art of flower arrangements. In China floral decorations were used in connection with religious rites in the temples of Buddha.

    The Oriental flower arrangement emphasizes the importance of line and sharp silhouettes, using bare or flowering twigs with little foliage and few flowers. Sixth grade children will enjoy learning about line and shape in floral arrangements by making a collection of pictures from magazines. Try creating artistic flower arrangements of your own, use crayon, colored chalk, water colors, tempera, paper sculpture, or real floral materials. Centerpieces for special occasions can be created by dry materials using rolled corrugated paper for a holder.

16. Japanese and Chinese artists developed beautiful brush techniques in their paintings of landscapes and animal life. Try line drawings with a brush experimenting with all kinds of strokes, long flowing lines, short dry-brush strokes. Use black paint or black ink, then add colors, if you like, using the same brush techniques. We can learn more about painting by observing and experimenting with the ways other artists work but be sure to choose your own subject about which to paint.

17. Artists of China were famous for the early development of fine ceramic and porcelain wares. After studying about the work of these Chinese ceramists you might like to form a papier-mache bowl over one side of a balloon. Paint it with an original design then give it a permanent finish with two or three coats of clear shellac or varnish.

    If you have equipment for firing ceramic pieces, you may model with clay and do your own glazing.

18. If you have become interested in the fine weaving and embroidery work that people of the Orient have done, you might like to try some stitchery, or some weaving. Use a loosely woven fabric such as burlap or rug backing. Use bright colors of yarns and colored string with tapestry needles size 13 to 17.

19. Make a scrapbook in which to keep the many interesting pictures and things you have written about your study of these Asiatic countries. A hard book cover can be made by covering two pieces of cardboard with fabric or with paper which you have decorated in some interesting way, potato printing, block printing, sponge printing, gadget printing, finger painting are a few suggestions for decorating the paper.

USABLE MATERIALS

1. Basic Reference

Hamer and others, Exploring the Old World, pp. 322-373

2. Sets of Books

	Reading Level
Barrows and others, Old World Lands "China," pp. 138-167 "Mongolia, Korea, Siam," pp. 168-176 "Japan," pp. 177-192 "The Philippines; Other Islands," pp. 193-196 "The Netherlands Indies," pp. 201-204	6
Betts, E., Adventures Here and There "Land of the Millions," pp. 340-392 "The Bravest of All Philippines," pp. 301-318	5
EBF., Chinese Children	3-6
EBF., Japanese Children	3-6
Gray and Arbuthnot, Days and Deeds "Jambi Wins a Tiger Tooth," pp. 216-228 "Tucio and His Buffalo," pp. 263-274	5
Gates and others, Sharing Adventures "Sun Yo's Good Fortune," pp. 331-341	4
Henderson and others, Firelight Book "Sim-Sian-Tek The Shrewd Daughter-In-Law," pp. 284-287 "Rudyard Kipling," pp. 324-345	6
Horn and others, Reaching Our Goals "Adventures in Tibet," pp. 246-262	6
Johnson and Jacobs, Enchanted Isles "Jiya Makes a Choice," pp. 184-196	5
McConnell, W., Geography Around the World "On the Other Side of the World," pp. 139-161	4
Russell and others, Wings to Adventure "A Gift from Confucius," pp. 20-30 "The Emperor's New Clothes," pp. 383-390	6
Smith and others, Beyond the Horizons "Elephant and the Tiger," pp. 276-285	6
Spencer and Fritschler, Exploring New Trails "Uncle Sam's Children," pp. 363-373	5

2. Sets of Books (cont'd)

	Reading Level
Thralls, World Around Us "From the Ganges to New Guinea," pp. 79-88 "Lands of Many Villages," pp. 103-114 "Good Earth of Asia," pp. 219-232	7
Tiegs and others, Your World and Mine "Countries of Asia," pp. 294-398	6
Whipple and James, Living on Our Earth "Rice Farmers of China," pp. 104-119 "Subsistence Farmers of the Orient," pp. 126-127	4-6
Witty and others, Merry Hearts and Bold "Ching-Ling," pp. 3-16 "Ghost of the Lagoon," pp. 195-208 "Marco Polo," pp. 321-332	5

3. Library Books

Acacio, A., Work and Play in the Philippines A geography about children and customs.	4-6
Ageton, A., Mary Jo and Little Liu American girl and little Chinese boy in China.	2-4
Atwood, W., Home Life in Far Away Lands A visit to a Chinese farm.	4-6
Atwood, W., Nations Overseas On Siam, China, Korea and outer Mongolia. Pp. 329-367	6-7
Babbitt, E., The Jatakas Tales of India Many tales with hidden lessons.	3-5
Barnes, F., Man and His Records Chinese and Indian contributions. Pp. 36-41, 79-88	5-7
Barrows, H., Europe and Asia Life in many Asiatic countries. Pp. 163-237	6-8
Batchelor, J., Cap for Mul Chand Story of an Indian boy.	3-4
Bauer, E., How Music Grew Oriental music. Pp. 46-66	7-12
Bennett, J., The Pigtail of Ah Ben Loo Story of ballads with verse.	4-7
Bodley, G., The Old World Continents Covers all Asiatic countries. Pp. 167-224	6
Bose, I., Totaram The story of an Indian boy.	4-6
Bothwell, J., Little Boat Boy An Indian boy on a boat.	3-5
Bothwell, J., Little Flute Player Story of a little Indian boy and how he saved his family from starving.	3-4

3. Library Books (cont'd)

	Reading Level
Bothwell, J., River Boy of Kashmir An Indian boy goes to an English school.	3-5
Bothwell, J., Search For a Golden Bird Story of India at the time it was about to achieve its independence.	5-9
Boulter, H., India Modern India, customs, religion, and dress.	4-6
Bro, M., Su-Mei's Golden Year A story of the saving of a wheat crop.	5-7
Buehr, W., World of Marco Polo The world Marco Polo found on his travels to China.	4-6
Bunker, F., China and Japan Emphasis on such products as tea and silk.	6-9
Cadell, E., Sun In the Morning Story of three girls in Calcutta.	7-9
Caldwell, J., Let's Visit Formosa Its history, people, and customs.	5-7
Caldwell, J., Let's Visit Japan The geography, history, culture, politics, etc., of old and new Japan.	5-7
Caldwell, J., Let's Visit Korea Account of the customs, art, religion and culture of Korea.	4-7
Caldwell, J., Let's Visit Southeast Asia An introduction to Southeast Asia, its history, people, customs and present significance of each country.	5-7
Cannon, M., San Bao Adventures in Peking.	4-6
Carls, N., Neighbors Across the Sea A geography on Asia. Pp. 269-358	6-7
Carpenter, F., The Pacific, Its Lands and Peoples Descriptions of Asiatic countries, 1944 text.	6-8
Carveth, L., Jungle Boy Life in the hot climate of the Philippines.	4-6
Chan, C., The Magic Monkey Chinese folktale.	3-5
Coatsworth, E., The Cat Who Went to Heaven Japanese fairy tale.	4-7
Codrington, F., Chopsticks Descriptions of houseboat life in China.	4-6
Comfort, M., Kish of India Story of a little boy and his family in India.	5-7
Comfort, M., Peter and Nancy in Asia Trip to China and India described.	4-6
Comfort, M., Temple Town to Tokyo The change from life in a village to the busy city of post-war Tokyo.	4-7
Cordier, R., History of World Peoples A historical description of life in this area.	5-8

3. Library Books (cont'd)

	Reading Level
Creekmore, R., Ali's Elephant Story of a tiger hunt.	2-5
Creekmore, R., Fujio Young Fujio climbs Japan's highest mountain Fujiyama.	2-4
Cutright, P., Living Together in the Old World A recent advanced geography. Pp. 92-143, 438-463	6
DeLeeuw, C., The Dutch East Indies and the Philippines Brief description of the region.	5-8
Duvoisin, R., They Put Out to Sea Marco Polo tells about China.	5-7
Eaton, J., Leaders in Other Lands Sun-Yat-Sen and Gandhi.	4-6
EBF., Shui Ming, Chinese Boy Scout Life of a chinese boy.	3-5
EBF., Yukiko and a Japanese Carnival A girl in Japan.	3-5
Edwards, E., Ling Ling, Child of China The Chen family describes their country.	3-5
Edwards, E., Haruko, Child of Japan Story of a little girl in Japan.	3-5
Eldridge, E., Yen Foh, A Chinese Boy Farm life of a Chinese boy.	2-4
Everenden, M., The Secret of the Porcelain Fish Description of beautiful Chinese pottery.	4-6
Fifield, F., Picture For the Palace Story of a little Japanese boy who becomes the Emperor's artist.	3-4
Fleming, E., Gift From the Mikado Story of an American family living in Japan at the turn of the century.	5-7
Franck, H., China Mostly agricultural aspects.	5-7
Franck, H., The Japanese Empire A history of Japan.	5-7
Frere, M., Fairy Tales From India Common folktales.	4-6
Furman, D., Asia The geography of Asia with beautiful colored pictures and maps.	4-6
Gallant, H., Flute Player of Beppu A Japanese flute player loses his instrument and only a shy boy can find it.	3-4
Gidal, S., My Village in India The daily life of Dhan, a Hindu boy.	4-7
Gordon, D., Around the World In Song Japanese and Chinese folk songs.	3-6
Grimm, M., The Old World China, Japan, and India. Pp. 348-392	6

3. Library Books (cont'd)

	Reading Level
Hahn, E., *Picture Story of China* Everyday life in China with children.	4-6
Halliburton, R., *The Book of Marvels - The Orient* Colorful writing about famous places.	5-9
Hart, D., *The Philippines* Excellent pictures and descriptions.	6-8
Hawkes, H., *Tami's New House* Culture of modern Japan.	5-7
Hawkes, H., *Lee Po's Search* A Chinese boy and girl find three animal friends in the mountain while searching for firewood.	4-5
Hekking, J., *Pigtails* Story of two Chinese girls.	4-5
Hewes, A., *Spice Ho* A story of discoveries of the East.	5-8
Hollister, M., *River Children* Life on a boat in China.	5-7
Holton, P., *The Blue Junk* Story of life on Chinese waters.	4-6
Jakeman, A., *Getting To Know Japan* A history of Japan and family living as of today.	5-6
Jewett, E., *Which Is Witch*? Tales of ghosts and magic from Korea.	5-9
Johnson, E., *Neighbors in Asia and Australia* Geography by editors of *My Weekly Reader* Series.	5-6
Jones, S., *Geography and World Affairs* China, Korea, Japan and India.	6-8
Joy, C., *Getting To Know the Two Chinas* The history of China from 2000 B.C. to the present.	5-6
Kent, K., *Little Black Eyes* Story of a little girl in Japan.	3-4
Kent, L., *He Went With Marco Polo* Tales of a boy with Marco Polo.	6-7
Kiner, G., *Children of China* Customs and farm life in China.	3-5
Kipling, R., *The Jungle Book* Tales and stories of India.	5-7
Kipling, R., *Just So Stories* Fairy tales concerning Asiatic animals.	4-6
Kipling, R., *Second Jungle Book* A continuation of stories about India.	4-7
Kiyooka, C., *Japanese Holiday Picture Tales* Stories for each month of the year.	4-6
Kolevzon, E., *Our World and Its Peoples* Good social studies text.	6
Laschener, B., *Getting To Know India* Religion and culture of India compressed into a small book.	4-6
Lattimore, E., *Chinese Daughter* A family story set in early China.	4-6

3. Library Books (cont'd)

		Reading Level
Lattimore, E., The Fisherman's Son	Story of Liang, a Chinese fisherman who lived with his family on a river houseboat.	3-5
Lattimore, E., Journey of Ching Lai	How a Chinese boy who lives in a valley, manages to go to the seashore.	4-6
Lattimore,E., Little Pear	Story of little Chinese boys.	3-5
Lattimore, E., Story of Lee Ling	Story of a little Chinese girl and the duties in her home.	4-6
Lattimore, E., Three Little Chinese Girls	Middle class life in China.	3-5
Lee, M., Chang Chee	A boy who saves a rice crop.	4-6
Lewis, E., Ho-Ming, Girl of New China	Modern ideas vs. tradition.	5-7
Li, L., Children of the Sun	Story of Kimo and his friends, and life on the Hawaiian Islands.	4-6
Lide, A., Tambalo and Other Stories	Stories of Ceylon and China.	3-5
McAlpine, H., Japanese Tales and Legends	Tales and legends of Japan.	5-8
McConnell, W., Living Across the Seas	An older geography text. Pp. 265-304	6-7
Meadowcroft, E., China's Story	Social life and customs are portrayed.	5-9
Mears, H., The First Book of Japan	Through the lives of two Japanese children the author tells the story of Japan.	4-6
Mellen, I., The Young Folks Book of Fishes	Fish life around the world.	5-8
Metzger, B., Picture Tales From the Chinese	Unfamiliar Chinese fairy tales.	3-5
Miller, O., Little Pictures of Japan	Poems and short stories.	2-5
Modak, M., The Land and People of India	A brief, clear and interesting outline of India's geography, history, and national character.	4-6
Moore and others, Building Our World	Japan and China. Pp. 383-424	5-7
Moore, N., On the Other Side of the World	Emphasis on Asian products.	4-6
Makerji, D., Ghond the Hunter	An Indian boy of high-caste lives in a village where old Hindu customs have not been interrupted.	4-6
Makerji, D., Kari the Elephant	The role of elephants in India.	5-7

3. Library Books (cont'd)

	Reading Level
Noel, S., The Magic Bird of Chomo-Lung-Ma Folk tales of China and India.	6-7
O'Neil, H., Picture Story of the Philippines Folk tales of China and India.	4-6
Ozaki, Y., The Japanese Fairy Book Fairy and folk tales.	6-7
Parker, B., Fishes Kinds of fishes and their value as food.	4-6
Perkins, L., The Chinese Twins On a farm in China.	3-5
Perkins, L., The Japanese Twins Family life.	4-5
Petersham, M., The Story Book of Rayon Emphasis on things made of rayon.	3-5
Petersham, M., The Story Book of Rice The importance of rice in the world.	3-5
Petersham, M., The Story Book of Silk Emphasis on things we wear.	2-5
Petersham, M., The Story Book of Sugar About the sugar industry.	3-5
Pine, T., The Chinese Knew Describes the origins in ancient China, among them puppets, kites, fireworks and other objects.	3-4
Pitman, N., Chinese Fairy Tales Includes figures of speech and moral lessons.	4-6
Pitman, N., A Chinese Wonder Book Fairy tales.	4-6
Pitts, F., Japan An up-to-date geography of Japanese people and their country.	6
Price, O., The Middle Country A Chinese lad's adventures.	4-6
Pryor, W., The Rubber Book A photographic book of the industry.	2-5
Pyle, K., Fairy Tales From India Twelve stories.	4-6
Quinn, V., Picture Map Geography of Asia Emphasis on physical features and crops.	4-7
Quinn, V., Picture Map Geography of the Pacific Islands Many small islands.	5-8
Raman, T., Let's Read About India The India of long ago and of today.	4-6
Rankin, L., Daughter of the Mountains Story of a Tibetan girl's long journey from her home to the coast of India.	5-8
Rowe, D., The Begging Deer Japanese fairy tales.	4-6

3. Library Books (cont'd)

	Reading Level
Rowe, D., The Moon's Birthday Stories of Chinese parties.	4-6
Rowe, D., The Rabbit Lantern Stories of Chinese children.	3-5
Rowe, D., Traveling Shops Stories of Chinese farm children.	4-6
Rudy, S., Children of China Life and photography of typical children.	4-6
Shillig, E., The Four Wonders Cotton, wool, linen and silk products.	3-5
Singh and Lownsberry, Gift of the Forest Bim raises a Bengal tiger.	5-8
Smith, D., The Wonderful Wonders of One-Two-Three India's contribution to arithmetic.	4-8
Smith, J., Neighbors Around the World Journey in geography around the world.	6
Sondergaard, A., My First Geography of the Pacific Islands of the Pacific.	
Sorensen, C., A World View An excellent text in geography around the world.	6-9
Sowers, P., Lin Foo and Lin Chang Adventures in China.	3-5
Spencer, C., Let's Read About China A story of China up to the Korean War.	4-6
Spencer, C., The Land of the Chinese People A history of China's development.	5-8
Sperry, A., Bamboo, The Grass Tree Story of a Chinese boy and the uses for bamboo.	3-5
Sperry, A., Coconut, The Wonder Tree South Sea story of uses of the coconut.	3-5
Stuart, D., The Young Folks Book of Other Lands Stories of China and Japan.	7-9
Stull, D., The Eastern Hemisphere A modern geography text.	6-7
Sugimoto, E., With Taro and Hana in Japan Life with a middle class family in Japan.	3-5
Thomas, L., Seeing India with Lowell Thomas Story of his trip to India.	3-6
Thomas, L., Seeing Japan with Lowell Thomas Stories of his trip to Japan, emphasis on social customs.	4-6
Thomas, L., Wings Over Asia The customs of China and Japan.	6-8
Tietjens, E., Japan, Korea, and Formosa Cultural life of these countries.	5-7
Todd and others, World Ways Traces development of civilization. Pp. 150-175, 210-239	6-7
Tor, R., Getting To Know Korea History and geography of Korea.	4-6

3. Library Books (cont'd)

	Reading Level
Uchida, Y., Takao and Grandfather's Sword About a little Japanese boy who gives up his most valuable possession to help repair the damage he did to his father's shop.	4-6
Whitney, P., Secret of the Samurai Sword In Kyoto, Japan a teen-age American girl and boy solve the mystery of a warrior ghost.	6-8
Wiese, K., The Chinese Ink Stick About life in China.	3-6
Wiese, K., Fish In the Air Adventures in Chinese fishing.	2-4
Wilson, M., Boy Beneath the Sea The adventures of young divers and the phenomena they see in the water around Ceylon.	5-8
Wood, E., Great Sweeping Day Cleaning time in Japan.	3-5
Wood, E., Pepper Moon Chinese boy wants a dog.	3-4
Wood, E., Silk and Satin Lane Story of a Chinese boy.	4-6
Yashima, T., Plenty To Watch Through children's eyes and ears we see the simple life in a Japanese village.	2-4
Yashima, T., Village Tree The activities of Japanese children around a tree beside the river.	2-4
Yates, E., Rainbow Round the World An American boy's visits to Asia.	5-8
Yaukey, G., Japan The people, past and present.	5-6

4. Song Books

Armitage and others, Music Everywhere
"Twilight Falls in China," p. 76
"Oar Song of the Chinese," p. 77
"The Philippines," p. 79

Armitage and others, We Sing
"Slow Moves the Caravan," p. 59 (East Indian Tune)

McConathy and others, New Music Horizons, Book V
"The Bamboo Flute," p. 44 (Chinese)
"Flute Vendor's Song," p. 45
"Leron, Leron," p. 72 (Philippine)
"My Nipa Hut," p. 84 (Philippine)

4. Song Books (cont'd)

McConathy and others, New Music Horizons Book VI
"Chinese National Anthem," p. 104 (Lyrics by Sun Yat-Sen)
"Meng Chiang Nu's Lament," p. 105

Pitts and others, Singing Every Day
"The Flute Lesson," p. 166 (Chinese)
"The Gong and the Drum," p. 172 (Chinese)

5. Films

Burma, People of the River (14 min.) M-J-S

Explores the varied regions and ways of living in the new nation of Burma - the large rivers that serve as highways; the rice fields in the delta and river valleys; the jungle that yields rich harvests of teakwood and bamboo; the colorful village life; and the city Rangoon, center of commerce, transportation, and ancient culture.

Children of China (11 min.) M-j

This film depicts the early morning activities in a village in western China. People come to the market, some to sell, some to buy. The shopkeepers take down their shutters. We see members of the family at work, gardening, cooking, tending the baby, and at other tasks. After breakfast, two children go to school, where some boys and girls are seen in Scout uniforms. As the children read, we see their parents at different occupations; a wealthy merchant calculating on an abacus, a father grinding grain, another making musical instruments, and fathers busy with farming duties. The day ends with preparations for the evening meal.

Children of Japan (11 min.) M-j

Illustrates Japanese domestic life, emphasizing the activities of the children in a typical urban, middle class family, their home surroundings, dress, manners, customs, routine duties, and school and play activities. Follows the family as they attend a cherry blossom festival. Calls attention to several Western innovations which have become a part of Japanese daily life.

5. Films (cont'd)

East of Bombay (30 min.) m-J-s

An account of the adventures of Armand Denis and Leila Roosevelt in India and Ceylon. From Bombay the expedition goes up into the Himalaya Mountains to a Tibetan monastery. There are shots of a festival at which the Monks from the monastery perform a dance. Benares, the holy city on the Ganges River, is next visited, and some natives are seen bathing at the river's edge. We also see a native burial ceremony. Then follow the various other religious ceremonies of India, and a view of the Taj Mahal. Concludes with a visit to Ceylon and its capital, Colombo.

Farmers of India (20 min.) m-J-s

Life of a farm family is seen in detail. It is one of the few families that has a small surplus to market and can buy goods in the city. The son attends school. In the city, over-population and poverty are seen; also influences of religion on the people's lives.

Hindu Family (11 min.) M-J

Tells the story centering around the marriage of a young girl living in the Province of Gujaret, India. Illustrates aspects of Hindu life including school, home, clothing, and preparation of a meal. Depicts the village goldsmith, potter, and weaver at their work, and emphasizes the role of religious ceremony in the daily lives of the people.

Nomads Of the Jungle - Malaya (20 min.) M-j-s

In this film we study the life of the people in a dense, topical rain forest, the home of jungle nomads who live entirely on natural resources, without agriculture of husbandry. We see a nomad family locate a new home amid an abundance of fish, small game, wild fruits and vegetables. Twelve-year-old Ahlong is taken on a hunting trip and then downstream to the trading post, returning home with gifts for his family.

Peiping Family (21 min.) M-j

This film portrays life in the middle-class Chinese family of Dr. C. F. Wu and his struggles to provide for his large family. Grandfather Wu's birthday celebration shows the ancient Chinese traditions of respect for elders.

The Philippines: Land and People (14 min.) M-J-s

Moving through the islands, from the golden rice fields of the villages, through tropical jungles to Manila. The long history of the Philippines under Spanish and American rule. Since the nation is almost entirely agricultural, most of the people live in rural villages, farming their own land and fishing. The busy port of Manila, where the major products-rice, sugar, copra, lumber minerals, and hemp-are shipped abroad. New factories are being built to meet the nation's crucial need for industrial expansion.

5. Films (cont'd)

People of Western China (11 min.) M-J-s

This film depicts the life in a valley of western China, and contrasts the culture of ancient China with certain aspects of modern life. In the fields, farmers are plowing and planting. The irrigation wheel and irrigation ditch bring water to their crops as it was done two thousand years ago. Grain is ground in the mill, and some of it is sold to shops in the cities. We see bamboo growing, and learn its many uses, among them: chopsticks, food, bridges, chairs, baskets and pipes. The earth also yields clay for the potters. Other craftsmen are the silversmiths and the weavers of silk cloth. Electricity has changed their lives through a hydro-electric plant which provides jobs for many. The older medical practices of the herb doctors are contrasted with the modern doctors with scientific training.

Thailand, Land of Rice (14 min.) M-J-S

From the City of Bangkok- center of commerce, government, and the spiritual life of the nation - to the fertile river valley in which abundant rice crops are produced, the film presents a richly varied overview of Thailand and its people. Includes sequences on rice farming; the way of life of a typical farm family; the floating market on Bangkok canals, and the busy traffic in Bangkok harbor.

Wheels Across India (30 min.) m-J-s

An exciting record of the Armand Denis-Roosevelt Expedition in India and Burma. Breath-taking scenes of snake worship...... including the only films of the snake goddess kissing a king cobra's head.

6. Filmstrips

An Island Nation, Japan m-J-s

We see the island feed its 80 million people by careful use of the soil and rich fishing grounds. Farm home life is still dominated by Japanese tradition and ceremony. Japan is developing her foreign trade by importing materials and exporting cheap manufactured goods in great quantity.

An Oriental City m-J-s

This ancient city is steeped in tradition of many generations. Its location on the Si River makes an important commercial-industrial city. Merchants, artisans, scribes work in traditional ways, but modern machinery and methods also are used.

6. Filmstrips (cont'd)

Children of China M

Shows the appearance of the village, work, activities, customs, schools, rickshaws, sedan chairs, merchants and their shops, use of the abacus, grinding grain, and professional letter writing. Also shows farm home life, working in the garden, drawing water, cooking methods and foods, chopsticks, use of the water buffalo and ancient tools.

China M-j

You visit a Chinese family, attend a Chinese school, meet farmers and industrial workers in large cities and small villages.

China's Children J

Shows Chinese children at school, at play and at work.

City Life In Japan p-M

The activities of two city children. Their home, school, food, customs and celebrations.

Country Life In Japan p-M

Two children living in rural Japan. Their home, school, food, work and recreation.

Dee Dee Chou and His Dog P

An original and authentic story of Dee Dee Chou, a small Chinese boy, whose dog is lost. Shows how Chinese children live.

Farmers Of India - Middle Ganges Valley m-J-s

We see that the warm monsoon climate and heavy rainfall makes it possible to give a variety of crops. Because of the dense population farmers have very little land and raise only enough for their own families.

Farming In South China m-J-s

Shows how thousands of farmers earn a bare living. Each farm is small, but the land is rich and productive. Families raise rice and vegetables in the field and silk worms at home.

Food Habits and Customs M-j

People all over the world have their own way of preparing food and also ways of eating their food.

Houses Around the World M

One of the series "The Story of Houses". Shows a typical Chinese house, Japanese, Holland or Dutch, Swiss chalet, Spanish, and a hut as used in the Philippines.

How We Get Our Rubber M-j

Shows the complete processing of rubber, from the latex to the different products.

6. Filmstrips

India, The Land and It's People
m-J
Shows characteristic landscapes, arhcitecture, industries, customs, activities and interests of the people.

Japanese Children
M
Portrays the everyday life of a Japanese city family. Shows interesting social customs and practices. School and religious life.

Kobo Of the Philippines
M-j
The story of Kobo, a young Filipino boy who lives near the rice fields on the island of Leyte.

Ling-Wu and Che-Tsoo of China
M
Two children of China showing their home, school, food, recreation and clothes.

Marco Polo
M-j
Relates the adventures of the Italian who spent much of his time in the court and service of Kublai Khan, the Mongol ruler.

Ming Li of China
M
Scenes of contemporary life in China presented through the story of Ming Li, a young Chinese boy who lived in the coastal city of Tientsin.

More Strange Houses
M
One of the series "The Story of Houses". Tells of grass houses that are built in the hot lands, and houseboats and junks such as are used in China and India.

Philippine Islands (People and Occupations)
m-J-s
Views of Negritos, Malayans, Moros, and their mode of life. The section dealing with occupations stresses those of the natives, including handicrafts and agricultural products.

Ramesh of India
M-j
The story of Ramesh, a young Hindu boy who lives on a small farm near Bombay.

Rice Industry in Java
m-j
Shows primitive methods of planting and harvesting rice in Java.

Scheherazade
m-J-s
To be used for music appreciation and story background. This filmstrip interprets the story in keeping with the tradition and background of the music.

6. Filmstrips (cont'd)

Silk Worm — M-j
Life history of the silk worm. Indicates stage at which silk is made.

The Story of Rubber — M
Shows how rubber is tapped from the trees, and is made ready to be shipped to factories.

Togo and Yuki of Japan — M
Shows how two children live, play, are educated, food they eat, and the clothes they wear.

The United States in the Pacific — J-S
The story of the islands in the Pacific which are part of the United States.

7. Slides

2 x 2 Kodachrome

India

240 Camel Caravan Resting
241 Children in the Ganges River
242 Embroidering with Silk and Gems
243 Mohommedan Father Teaching Sons
244 Mohommedan Water Seller
245 Water Flowers with Primitive Goatskin Sprinkle

China

1 Boy on Bicycle on a Country Road
2 Boy and Donkey Carrying a Load of Straw
3 Child in Front of Caretakers Hut in Open Field
4 Coolies Hauling Native Cart with Tung Oil Baskets
5 Man Leading Loaded Donkey and Man Following
6 Man and Oxen Teams Plowing Field
7 Planting Implement Harnesses to Draft Animal
8 Rickshaw Pulled Along Country Road
9 Woman Collecting a Bundle of Dried Grass Fuel

Study Prints

Art (Artext)

B-19 "Prince Riding on an Elephant" - Khemkaran

China (Perry)

1-18

8. Study Prints (cont'd)

China (Inf)

1-48

China (Perry)

1-14

Clothing of Other People (VCS)

14 Manila, A Modern Tropical City
15 Japanese Children at Play
16 Nomads of a Cold Desert
17 Chinese Workers
18 Street Scene: Canton, China
19 Priests of Tibet
20 Batik from Java
21 Offerings for the Temple, Bali
22 Workers in the Rice Fields of India
23 India, Where Cotton Came From
24 Politics and Dress

Clothing-Raw Materials (VCS)

76 Rubber Tapping
77 From Latex to Rubber
78 Plastics for Clothing

Directions for Making a Japanese Model House (Miss. Ed.)

Food-Fruits and Other Foods (VCS)

72 Picking Tea Leaves
73 Preparing Tea for Markets

Foods-Grains (VCS)

31 Planting Rice
32 Rice as a Food

India (ICP)

1-44 and manuals

India (Inf)

1-18

Japan (ICP)

1-48 and manuals

8. Study Prints (cont'd)

Japan (Perry)

3 Castle Wall and Moat, Osaka, Japan
5 Fujiyama, From a Tea Plantation, Japan
8 Hexagonal Temple, Kioto, Japan
10 Japanese Girls
11 Japanese Girls Eating Rice
12 Japanese Girls, San Francisco
13 A Japanese Jinriksha
21 Native Carriage, Japan
22 Orchestra of Japanese Girls
25 Panorama, Yokohama, With Harbor
28 A Shinto Priest

Raw Materials-Manufacture of Cloth (VCS)

66 Precious Silkworms are Fed on Mulberry Leaves
67 Empty Cocoons are Sorted for the Silk Mills
68 Peeling the Fibers from Cocoons

The Rubber Industry (Ideal)

1-16

Shelter-Homes Around the World (VCS)

15 A Japanese House is Open to the Landscape

The Story of Textiles

3 The Story of Silk-China
8 First Spinning Wheel-India

9. Museum Articles

Doll-In Native Costume-Small
Doll-Woman In Native Costume-Large
Sandles and Socks
Costume-Kimona-Authentic
Parasol-Colorful-Bamboo
Fan
Seven Wooden Carvings of Rickshaws, Pagoda, etc.
Small Japanese Book
Chinese Rickshaw with Lady Passenger and Coolie
Mounted Outline Maps
Stemps-Introduction to Countries of the World

GRADE SIX -- UNIT VII -- LIFE IN AUSTRALIA AND NEW ZEALAND

PURPOSE

Since this region of the world is so removed because of distance very little was known or understood about Australia and New Zealand for many years. Although these countries have more similarity than differences with the United States we have not spent too much time learning about them. During and since World War II this area has become more and more important in the family of free nations.

A study of these countries should help the boys and girls to:

1. Promote a better understanding of the relation of climate, resources, and topography in the development of a nation.
2. Realize that these countries are a very important part of the English speaking world and their similarities in language, culture, government, and activities.
3. Understand how a free people can develop in a few years from a low form of civilization to a modern agricultural-industrial nation.

PROBABLE TIME: This unit is optional with the teacher.

SUGGESTED APPROACHES

1. Show the film Wheels Across Australia to present the topography of the continent, followed by the film Australia to show that it is an up-to-date country.

2. Perhaps some of the boys' and girls' fathers were in Australia during World War II and could relay some of their experiences and impressions.

3. A study of the British Commonwealth of Nations will start a discussion of Australia and New Zealand.

4. By using a globe, stimulate a discussion of Australia as the "Down Under" land. Science can be brought into the discussion.

5. Also by using the globe show the distance of Australia from the rest of the land of our world. This should stimulate discussion of the problems that result.

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AUSTRALIA AND NEW ZEALAND

SCOPE

1. What is the topography and climate of Australia?
    a. Rainfall varies from over 80 inches annually in a few places to less than 10 over a large area.
    b. Australia lies between the 10 degree and 40 degree latitude and therefore is semi-tropical.
    c. Australia has a mountain range on the eastern side. The highest mountain is in the 7,000 feet range. The rest of the continent is a plain.

2. How does the topography and climate effect agriculture, industry and population?
    a. Over half of the people live in the southeast corner of the country where the rainfall is moderate (20-40 in.) and temperature more nearly like our in the United States.
    b. The bulk of the agriculture is also in the southeast except large wheat, cattle and sheep ranches are spread throughout the country.

3. What minerals are found in Australia?
    a. Both iron ore and coal are found for making steel with limestone which comes from the nearby island of Tasmania.
    b. Gold is found in every state in Australia.
    c. Uranium deposits are being developed for atomic energy.

4. What is the background of its people?
    a. It has developed as an English speaking country because of its early history.
    b. The aborigines are Stone Age natives of the area.

POSSIBLE ACTIVITIES

Group

1. Make large wall maps of Australia showing the topography, rainfall, vegetation, population and agricultural products. Explain the interrelationships.

2. Construct a chart showing the making of steel. Tell where the raw materials come from in Australia. Also tell what is made from the steel in Australia.

3. Make a large "Import-Export" chart showing the countries that send goods to Australia and what they receive in return.

4. List ways Australia and the United States are alike. List ways in which they are different.

5. Discuss the form of government. Compare and contrast with both England and the United States.

6. Draw a time line for Australia showing its chief historical events.

7. Draw a composite mural showing life in the "outback".

8. Build a frieze showing how New Zealanders live.

9. Explain the British Commonwealth of Nations. What does Australia contribute? What does she receive?

10. Explain the following words:
    - Australian ballot
    - Cattle station
    - Great Barrier Reed
    - Great Dividing Range
    - Maoris
    - Outback

Individual

1. Explain how you think a school day for a child in the "outback" would be.

2. Make reports on the following topics:
    a. Population -- Its Distribution
    b. Rainfall and Natural Vegetation
    c. Raising Sheep, and Growing Wheat
    d. Principle Cities

3. Australia is trying to encourage immigration. Pretend you live in Australia and are writing a letter to a friend or relative in England trying to encourage them to move to Australia. Include both advantages and disadvantages.

4. The government has asked your engineering firm to help solve the water problem. What are some of the problems and what are your solutions?

5. Make a scrapbook or bulletin board of animals and birds found in Australia that are not found elsewhere in the world.

6. Australia has been described as an outdoor sports-loving land. Explain why, also tell about participated sports and any people who are famous because of this.

7. Describe the life on a "cattle or sheep station".

USABLE MATERIALS

1. Basic Reference

    Hamer and others, Exploring the Old World, pp. 392-403

2. Sets of Books

	Reading Level
Barrows and Parker, Our Big World "Island Continent," pp. 128-145	4
Betts, E., Adventures Here and There "Australia Calling," pp. 319-328	5
Gates and Peardon, World I Know "Two Yankees In Australia," pp. 386-408	5
McConnell and McGuigan, Geography of Many Lands "Discovering Australia," pp. 181-196	4
Orr and others, Stories of Now and Long Ago "Blackie Learns to Live," pp. 17-25	5
Russell and others, Wings to Adventure "Boiling the Billy," pp. 411-422	6
Thralls, Z., World Around Us "A Hard and Lonely Land," pp. 121-124 "Big Walkabout," pp. 155-158 "Wheat For a Continent," pp. 195-198 "Land For Pleasant Living," pp. 237-240	7-8
Tiegs and others, Your World and Mine "Australia and Its Island Neighbors," pp. 424-438	6

3. Library Books

Bacon, P., The Golden Picture Atlas of Australia, Oceania and the Polar Lands. Excellent maps, beautiful pictures and an up-to-date text.	6-8
Blunden, G., The Land and People of Australia The development from the days of discovery and exploration to the present.	6-9
Borden, C., Oceania An account of New Zealand and the islands of the South Pacific.	6-8
Busoni, R., Australia A good description of animals, plant life, and the Aborigines.	5-7
Carpenter, F., The Pacific, Its Lands and Peoples An older text on Australia and New Zealand.	6-8
Comfort, Peter and Nancy in Australia An older text about two children visiting Australia.	5-7
Day, The Story of Australia A picture story of Australia.	5-8

3. Library Books (cont'd)

	Reading Level
Harris, L., Let's Read About Australia Describes the land, people, resources, industry, flora and fauna.	4-6
Harris, L., Sunny Australia A map, homes and produce of Australia.	3-5
Henry, M., Australia Products and geography of Australia.	4-6
Henry, M., New Zealand This island country is famous for the sheep it raises, also for its dairy products.	4-6
Johnson, E., Neighbors in Asia and Australia A geography by the editors of "My Weekly Reader" series.	5-6
Kaula, E., The First Book of Australia An up-to-date book with first-hand knowledge by the author about her own country.	4-6
Kjelgaard, J., Boomerang Hunter Story of an Aborigine and his dog who have never seen civilization.	5-7
Macpherson, M., Australia Calling A visit by two children who find Australia an exciting and interesting place.	4-6
Mote, J., Australia Describes the Koala bears, Kangaroos, the unusual plants, the Aborigines and their boomerangs, etc.	3-5
Quinn, V., Picture Map Geography of the Pacific Islands Description of the many islands located near Australia.	4-6
Syme, R., Captain Cook, Pacific Explorer James Cook's three voyages of exploration are clearly and simply told.	3-6

4. Films

Australia (2nd Ed.) Geographic factors characterizing Australia.	(22 min.)	M-J-s
Land of the Kangaroo An expedition to Australia where we see a 25 foot long man-eating crocodile trapped, teddy bear, ant hill 18 feet high, the Great Barrier Reef and the streets of Sydney.	(30 min.)	J
Sheep Ranch Country-Australia Shows wheat, sheep, and cattle are principle products. Follows sheep raising to wool exporting process.	(20 min.)	M-J-s
Wheels Across Australia Depicts life among the Aborigines of Australia. Also shows Australia's natural history.	(30 min.)	J-S

5. Filmstrips

Australia — M-j
Surveys the geographic, economic conditions, also shows its early history and wild life.

Australia - A Continent Developed — M-j
Shows the discovery and settlement of Sydney, plant and animal life, economic and social conditions and status in British Commonwealth.

Country and People - New Zealand — J-s
Shows New Zealand as a whole.

Economic Geography of Australia — J-s
Covers Australia's primary and mineral industries. It also stresses geographical factors which have determined the nature of primary production.

Geography of Australia — J-s
Explains the geography of the world's largest island and smallest continent.

Glories of the South Island - New Zealand — J-s
Shows the beauties of the countryside of New Zealand.

High Country Sheep Ranch - New Zealand — J-s
Life on a New Zealand sheep ranch.

Life on a New Zealand Dairy Farm — J-s
Shows life on a New Zealand diary farm.

Maori Cloak - New Zealand — J-s
Shows how a cloak was made from the feathers of the different kinds of birds found in New Zealand.

New Zealand — J-s
Location, farms and farm products, mining and other industries, and Maori life.

6. Study Prints

Australia (ICP revised)

GRADE SIX -- UNIT VIII -- EXPLORING AFRICA

PURPOSE

Up until very recent years Africa has been known as the "Dark Continent". As the countries of Africa merge they take on greater importance to the world both economically and politically in the balance of power struggle between East and West.

A thoughtful study of this unit should help boys and girls to:

1. Understand the tremendous changes taking place in Africa today.
2. Learn about the climate, natural resources, and people of various regions.
3. Understand why European nations divided Africa into colonies.
4. Appreciate the problems facing the people of Africa as they move into independence.

PROBABLE TIME: This unit is optional with the teacher.

SUGGESTED APPROACHES:

1. Current events items from the newspaper, magazines, radio and television will start a discussion for this unit.

2. A bulletin board of pictures showing the contrast of modern activities and tribal activities in Africa today.

3. The new film by Julien Bryant Tropical Africa will show both the native tribal concept and the emerging modern Africa.

4. A study of the United Nations will bring out the many new nations that have joined from Africa. It will also point out the many areas that are receiving help from the U.N. A study of the United States foreign aid and Peace Corps will also point out areas that are receiving aid and the type of aid.

5. A display of new books about Africa will spark an interest in studying this area further. These books may include:

   Lobsenz, Africa
   Caldwell, Let's Visit West Africa
   Gatti, Here Is Africa
   McDonnell, First Book of the Congo
   Purcells, True Book of African Animals

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AFRICA

SCOPE

1. Of what importance is the history of Africa to us?
    a. History of the continent.
        (1) Several flourishing civilizations before the birth of Christ.
        (2) Early explorers of the continent including Prince Henry.
        (3) Interior exploration by Livingstone and Stanley and others.
        (4) European countries carve-up Africa into colonies.
        (5) African colonies win their independence.
    b. History of the individual countries.
        (1) Union of South Africa
        (2) Ethiopia
        (3) Republic of the Congo
        (4) Nigeria
        (5) Liberia
        (6) Algeria

2. What are the chief geographic features of the continent?
    a. Since Africa goes from the equator to 30 degrees North and South latitude, it has a tropical to semi-tropical climate. Africa also goes from sea level to over 19,000 feet with most of the continent on a plateau.
    b. Rainfall varies from less than 10 inches annually to over 80 inches. Thus deserts, jungles, grasslands, and scrub lands are produced.
    c. Africa has two mountain ranges, many lakes and rivers.

3. What are some of the main problems to the development of these new countries of Africa?
    a. The majority of the people are uneducated and a very few professional or skilled people.
    b. The countries are very poor so must depend on outside countries for capital to develop their resources.
    c. Many different tribes exist within each country with their own language, and culture.
    d. The climate and topography has some effect on the development of some countries.

POSSIBLE ACTIVITIES

Group

1. Have a meeting of the Organization of African States. Have one or two children represent each country. Have each country outline their needs - dams, schools, factories, etc. Also outline export, both present and future to pay back any loans that might be made.

Group (cont'd)

2. Make an outline map of Africa showing the various natural regions.
3. On a large map show the various colonies held in Africa by various European countries prior to 1950. On a second map show the countries that have become independent up to the present moment.
4. Draw a mural of Africa from North to South showing the type of vegetation for each zone.
5. Organize a travel folder for a Tourist Agency of the sights to be seen in Africa.
6. Establish a government for a new independent country. Have various department, bureaus, and secretaries present the problems in their area and some possible solutions.
7. On a large map using symbols show the various products of the continent.
8. Conduct a panel discussion regarding racial problems, or minority groups problems in Africa. These could be 'apartheid' in the Union of South Africa, Christianity vs. Islamism; Nationalism vs. Outsiders; Arabs vs. Berbers vs. French in Algeria.

Individual

1. Write brief reports about some of the famous people connected with Africa both past and present.
2. Explain how diamonds are formed; are mined; and where they are found in Africa. List uses made of diamonds.
3. Write a history of one of the more prominent countries of Africa such as Republic of the Congo, Union of South Africa, Ethiopia, Nigeria, Liberia, Algeria.
4. As a missionary to a primitive tribe list some of the problems you may encounter. Explain some of the things you would try to teach and how you might go about it.
5. Make a list of food and other articles you use in daily life that could have come from Africa.
6. Write a radio interview with one of the famous explorers or missionaries from Africa.

Individual (cont'd)

7. Make flags for each of the countries of Africa. Are they similar to other countries' flags and why?

8. Make a chart comparing the countries of Africa with the United States and Michigan in population and area.

USABLE MATERIALS

1. Basic Reference

Hamer and others, Exploring the New World, pp. 404-438

2. Sets of Books

	Reading Level
Barrows and Parker, Our Big World "The Sahara and the Nile," pp. 94-112 "Land of the Congo," pp. 113-128	4
Betts, E., Adventures Now and Then "Skin Belt," pp. 183-190 "African Lion Hunt," pp. 192-199	6
Bond, G., Stories To Remember "Drum Beat," pp. 136-144 "Boy's Reward," pp. 145-149	6
Gates and Peardon, World I Know "Baby Hippo Sees His World," pp. 3-14 "Outlaw Elephant," pp. 16-21 "Androcles Down to Date," pp. 23-31 "Fierce-Face, the Tiger," pp. 32-41 "Gentle Giraffe," pp. 42-50	5
Johnson and Jacobs, Adventure Lands "At the Court of the Cadi," pp. 199-208	6
McConnell and McGuigan, Geography of Many Lands "Off to the Congo Valley," pp. 46-53 "Under the Desert Sun," pp. 55-75	4
Russell and others, Wings to Adventure "Tembo In the Moss Draped Forest," pp. 164-170	6

2. Sets of Books (cont'd)

	Reading Level
Thralls, Z., World Around Us "Along the Congo," pp. 69-79 "Big Game and Tall Grass," pp. 93-103 "Lands of Wandering Bedouin," pp. 127-139 "Mysterious Kalahari," pp. 153-155 "Land of the Little Karroo," pp. 193-195 "A Garden Spot of the World," p. 236	7-8
Tiegs and others, Your Land and Mine "Africa: The Long Road Ahead," pp. 438-462	6
Witty, P., Merry Hearts and Bold "Ashu and the Whirlwind," pp. 180-190	5

3. Library Books

Allen, W., Africa Contents: The land, climate, animals of Africa, people of Africa, etc.	3-6
Caldwell, J., Let's Visit West Africa A geography of the five nations that make up West Africa.	5-6
Caldwell, J., Our Neighbors In Africa A geographic description of Africa excluding West Africa and Egypt.	5-6
Comfort, M., Peter and Nancy in Africa An older text on traveling through Africa.	4-6
Courlander, H., The Hat-Shaking Dance A collection of wise and humorous folk tales from the African Gold Coast.	4-6
EBF., Kana, Prince of Darkest Africa Pictures from the film and an explanatory text.	4-6
Enright, E., Kintu About the son of an African chief, drums, messages, villages, etc.	4-5
Frederick, J., My Friend In Africa A friendly story of children in Africa.	3-6
Gatti, A., Here Is the Veld An explorer describes Rhodesia with details of a little known ancient culture and the wild land of primitive tribal ways.	5-8
Gatti, A., Kamanda: An African Boy True story of a ten year old boy of the Belgian Congo.	5-8
Gatti, E., Here Is Africa Contents: Morocco; Algeria; Tunisia; Libya; the Pygmies; the Bantus.	6-9
Gidal, S., Sons of the Desert Story of the Bedouins and the son of a Shiek and their way of life.	5-7

3. Library Books (cont'd)

	Reading Level
Hughes, L., The First Book of Africa A brief history of Africa: how today the various governments are working for their independence.	5-8
Johnson, E., Neighbors In Many Lands About North Africa, the Congo, the Sahara Desert, etc.	4-6
Kaufmann, H., Adventure in the Desert Set among the Taureg tribe of the Sahara is this story about a wandering troubadour and his adventures.	6-8
Lobsenz, N., Africa A picture Atlas of Africa with up-to-date text.	4-6
Lobsenz, N., The First Book of Ghana Emphasis on fishing, cocoa farming, mining, crafts, customs, and plans for the future of Ghana.	5-8
Mahmoud, Z., Land and People of Egypt The history of Egypt, its cultures, geography, and complicated social, religious and political development.	4-6
Martin, D., Munya the Lion Story of a lion cub who grows up in a South African game reserve.	6-8
McConnell, W., Living Across the Seas Chapters on Africa, a continent of colonies. Pp. 305-337	6-7
McDonnell, P., The First Book of the Congo A description of the strange and savage Belgian Congo.	5-8
Mirsky, R., Thirty-One Brothers and Sisters The South African veld, and an unusual story about Nomusa, daughter of a Zulu chief.	4-7
Muller, M., The Story of Akimakoo About an African boy, ebony trees, elephants, medicine man, etc.	3-5
Olden, A., Getting to Know Nigeria The history and geography of Nigeria, the only totally Negroe country.	5-6
Purcell, J., The True Book of African Animals Series of facts about Elephants, Baboons, the Leopard, Crocodiles, Zebras, Rhinoceros, Lions, and others.	1-5
Quinn, V., Picture Map Geography of Africa Geographical facts about the continent's history and legend.	4-6
Schlein, M., Elephant Herd Two little elephants in Africa decide to go off to be a herd by themselves.	2-4
Sperry, A., All About the Jungle Pages 81-116 deal with the rain forest of Africa.	4-6
Stinetorf, L., Children of North Africa A collection of interesting stories about the people and country of North Africa.	5-9
Sutton, R., Illustrated Book About Africa Beautiful pictures and maps with up-to-date text.	4-6

3. Library Books (cont'd)

Reading Level

Taylor, A., South Africa — 5-8
Information about the land of the Boer and the country's peculiar development that led to its present state of suppression.

Wilwerding, W., Tembo, The Forest Giant — 6-7
Story of a baby elephant who grows up to be a leader of his herd.

4. Films

Riches of the Veldt - South Africa (20 min.) M-J-S
Shows that great mineral wealth and Mediterranean-like climate supports vigorous economy. The native culture of Zululand is contrasted to metropolitan Johannesburg.

Tropical Africa (29 min.) m-j-S
Documentary film attempts to show the new Africa - political revolution, social change. Primitive society shown only as it relates to the new life.

Union of South Africa (17 min.) M-J-s
Makes a comparison of three ways of life in the Union of South Africa: That of the native tribes still living in primitive fashion on the reserves; that of the Boer farms on which the natives have begun to assimilate white culture; and that of the mining communities and cities in which natives are in the process of adopting white culture. Within these culture patterns, the film describes the topography, climate, resources, and products of the region.

Wheels Across Africa (33 min.) J-S
Deep in Africa with Armand Denis-Leila Roosevelt Expedition.

5. Filmstrips

Antelopes and Smaller African Animals M-J-s
Photographs of types of antelopes - also the cheetah, members of the dog family and African birds.

Central Africa: Focus on Liberia and Ghana S
Cultural and political development of two independent Negro states in predominantly colonial Central Africa.

Desert Nomads (French Morocco) M-j
Depicts life of desert nomads.

5. Filmstrips (cont'd)

Elephants in Africa — M-j
Photographic story of African elephant - his habits, home, food.

Gold Coast of Africa, Land and Its People — m-J-s
Shows maps, customs, habits, activities and life of the people.

If I Were Going to North Africa — M
Shows deserts, villages, markets, sanitation, schools, and customs.

King of the Beasts — M-j
Photographic portrait of the African lion.

King's Realm — M-J
African animals.

Large Animals of Africa — p-M-j
Habits, habitat, food - concerning such beasts as hippopotamuses and elephants.

Life and Death on the African Plain — m-J
Portrays the struggle for survival among the various animals of the African plain.

South Africa and Its Problems — j-S
Land and people become vividly real through photographs.

Union of South Africa, Land and People — J-s
Resume of history and geographic information.

Union of South Africa: the other U.S.A. — J-s
Through maps and photographs the industries, business and life of the people are shown.

Wambo and Tawa of the Hot Lands — M
Depicts life of two African children.

Neolithic Folk Today — j-S
Shows the hill Berbers of the Atlas Mountains of N. Africa who live more closely to the Neolithic patterns of culture than any other people.

6. Study Prints

Africa (ICP)

1-48 and manuals